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ABSTRACT

The 3-year exemplary project whose overall objective was the establishment of comprehensive career-centered activities for grades 1 through 12, is described in this report. The introductory section presents a summary of the project which outlines goals and objectives and procedures (administrative structure, developing community support, awareness activities, exploration activities, preparation and guidance activities, postsecondary and adult activities, inservice training activities, and evaluation activities). The remaining six sections cover Problems, Goals and Objectives, Description of Project, Major Activities and Accomplishments, Third Party Evaluation, and (Project) Summary and Conclusions. The third party evaluation, which covers the majority of this report, contains data analysis on surveys conducted to gather opinions from teachers, students, parents, and businesspersons in the school district. Major conclusions presented in the evaluation are these: (1) Public relations efforts with business and industry were successful and parental and teacher involvement was more than adequate, (2) the career staff planned and organized appropriate career-related activities at all levels which resulted in higher scores concerning knowledge of careers for students participating in the career project (experimental groups) than for students not involved in a career project (control group), and (3) students in the experimental groups demonstrated a more positive attitude toward careers than did students in the control group. (TA)

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FINAL REPORT

Project No. V-361-085
Grant or Contract No. OEG-0-73-5275

AN URBAN CAREER EDUCATION PROJECT IN THE MISSISSIPPI DELTA

Exemplary Program in Vocational Education
Conducted Under the Provisions of Part D of the
Vocational Education Amendments of 1968

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education; Office of Education; U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under U. S. Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

Period Covered: July 1, 1973 - June 30, 1976

Goals and Objectives of the Project:

The goal of this exemplary program was for the Greenville Separate School District to produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; to make career preparation in accordance with these decisions; and to enter and advance in chosen careers.

The exemplary project proposed for the Greenville Separate School District viewed the student's total school experience as preparation for life, with earning a living as the prime focus. It attempts to bridge the gap between the world-of-work and the school curriculum at the elementary, junior high, and high school levels.

To attain the goal of the exemplary program the following specific objectives were established:

* to establish an administrative structure for the effective implementation and operation of the career-centered program;

* to develop an understanding of and support for the career-centered project from individuals and groups both within the school system and the community-at-large;

* to provide appropriate career awareness and guidance experiences for students at the elementary school level;

* to provide appropriate career exploration and guidance experiences for students at the junior high school level;

* to provide a variety of occupational preparation programs at the secondary school level;

* to develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning, and the school system which will aid the students in bridging the gap between educational experiences and the world-of-work;

* to provide a variety of continuing occupational education (adult) programs for out-of-school groups;

* to provide career-centered in-service training for the entire school system's faculty;

* to provide an intensive program of guidance-counseling-educational placement-job placement and follow-up for secondary students completing school or dropping out of the school system; and

* to continually evaluate and redirect (if necessary) the career-centered program.

Procedures:

In order to attain the ultimate objective of the project (the establishment of comprehensive career-centered activities for grades one through twelve in the Greenville Separate School District), a summary of planned procedures is outlined below. The summary of procedures is presented in relation to each specific objective (see Division II. OBJECTIVES, for the stated objectives).

a. Administrative Structure - In 1973-74 the Career Project Director and his staff operated under the supervision of the local vocational director, whereas in 1974-75 the Career Project Director and his staff operated through the Office of the Superintendent of Schools. At the close of the 1973-74 school session, the project director resigned and was replaced by the preparation coordinator. The 1974-75 project director had eight years of classroom teaching experience and a Master of Education Degree in School Administration. The preparation coordinator position, which was vacated by the current project director, was filled from within the ranks of high school teachers in the Greenville Municipal Separate School District.

b. Developing Community Support - Local community support for the Career Project was fostered through the inclusion of parents, educators, employers, elected officials, and other personnel in activities which were sponsored by the career project. News releases were prepared for the Delta Democrat Times, free radio plugs were obtained, and panel discussions were held on a local television station. Resource speakers from all socioeconomic levels and from numerous occupational categories were identified and utilized to reinforce classroom learning activities. Students were also encouraged to talk to their parents concerning their occupations.

c. Awareness Activities - From July 1, 1973 until June 30, 1976, a variety of awareness activities were planned and implemented in grades 1-6. Material centers were stocked with such career-related materials as Occupational Learning Task Cards, Jobs in the Textile and Clothing Industry, Community Helpers Career Games, and many other instructional aids. A monthly newsletter which highlighted career events was printed and distributed to all students and teachers. Any special or innovative career-related ideas were featured in the newspaper. Resource persons visited the classrooms and displayed the tools of his/her trade. Resource persons have represented such careers, to name a few, as a naturalist, surveyor, lawyer, commercial fisherman,

netmaker and wildlife manager. Bus trips, classroom projects, bicentennial projects, and first-hand observations of jobs in the world-of-work all contributed to the enhancement of students' awareness of different jobs in their community, state and nation.

d. Exploration Activities - Hands-on experiences were provided for all students at the junior high level via club activities. The clubs (approximately 33) stressed career-concepts, included students from several grade levels, and were open to both male and female students. Regular self-development sessions, which were directed by Occupational Orientation Teachers, involved such training as personality development, personal appearance, values clarification and the art of decision-making. Students were encouraged to plan their future careers from information obtained from vocational and interest tests and other predictors which were provided by career counselors. Community resource persons explained the duties of park rangers, game and fish personnel, bricklayers, auto mechanics, lawyers, nurses, and assembly-line workers. Field trips to the telephone company, supermarkets, youth courts, chemical laboratories and other places of interest were conducted by the career staff. The Chamber of Commerce, while working with the career staff, had local industries to display their products in the Greenville Mall and then transport the exhibits to the junior high school. Industrial personnel were available to give demonstrations, answer questions, and allow students to investigate each product or exhibit.

e. Preparation and Guidance Activities - Interest and aptitude testing and intensive career counseling sessions were provided for each student prior to their departure from high school. Work-site visits, individual research, interviewing skills, and other job-seeking techniques were available to all students planning to enter the world-of-work immediately upon high school graduation or upon dropping out of school. Each student routed himself/herself according to such categories as college preparatory, post-secondary vocational school, military service, high school graduate, or person with salable skill seeking employment. Preparation activities were planned separately for each category in order to facilitate each student in reaching his/her vocational goal.

f. Post-Secondary and Adult Activities - Career and vocational counselors worked at solving problems of articulation for students wanting to attend area post-secondary and other vocational schools. Such students were referred to recruitment personnel at Mississippi Delta Junior College or to personnel from other training institutions which had been selected by each individual student. The counselors attempted to ensure that each student had successfully completed the necessary prerequisite courses prior to applying for advanced training. The Career and Vocational Counselors also worked with administrators of the vocational complex to provide for short-term skill training courses for adults. Job placement was facilitated through cooperation with personnel in the Mississippi Employment Security Commission.

g. In-service Training Activities - In 1973-74, in-service training activities involved local administrators, the career staff, and classroom department heads. During the 1974-75 and 1975-76 school year, in-service activities were focused on individual classroom teachers. In general, the career staff attempted to meet with the classroom teachers in small groups or on an individual basis to discuss the career concept and methods of implementation.

h. Evaluation Activities - Three agencies were involved in evaluation procedures. These included: (1) the local school system; (2) the State Division of Vocational and Technical Education; and (3) a third-party contractor. Evaluation procedures were designed to gather evaluative data which was later incorporated into the decision-making process for: (1) redirecting programmatic efforts; (2) annual and long-range program planning; and (3) meeting accountability requirements.

For the 1973-74 school year, statistical data were gathered on teacher attitudes concerning career education at the awareness, exploratory, and preparation stages. These data were compared to a control group of teachers which had not participated in a career project. In 1974-75, teacher attitudinal data were collected and treated the same as in 1973-74; however, student data concerning attitudes toward career education and knowledge of careers were also collected. During the 1975-76 school year, data concerning Parental Opinion Surveys, and Business and Industrial Opinion Surveys were collected in addition to the data mentioned previously for 1973-74 and 1974-75.

I. PROBLEM

The exemplary project proposed herein views the student's total school experience as preparation for life, with earning a living as the prime focus. It attempts to bridge the gap between the world-of-work and the numerous academic and vocational courses offered in a typical school curriculum. Many believe that it is time to break with tradition and build a truly preparatory curriculum that serves all the school population. Our public school curriculum has helped prepare students for college. Our scholars, scientists, engineers, and a host of other professionally-trained persons have a record of service that speaks for itself. In far too many cases, however, we have failed to recognize the requirements of the larger army of people whose sights, for one reason or another, have never been aimed at higher education.

For all students in all school systems it is imperative that career development become a continuous process. The process is perhaps most critical in school systems with high percentages of minority groups and low-income families. For these groups an effective career education project must meet more than just economic needs. The school system must provide, among other things, social interaction, personal dignity, self-identity, and an entrance into the world-of-work. In many cases, the traditional curricula have not assisted individuals from minority groups and disadvantaged families to perceive work as having personal relevance, as being critical to determining life style, or as contributing to self-fulfillment.

II. GOALS AND OBJECTIVES

The primary goal of this project is for the Greenville Separate School District to produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; to make career preparation in accordance with these decisions; and to enter and advance in chosen careers. In order to accomplish this primary goal, the ultimate objective of the project is to establish comprehensive career-centered activities for grades one through twelve in the Greenville Separate School District.

In order to accomplish the ultimate objectives of the project, the following specific objectives were designed for the school system:

1. to establish an administrative structure for the effective implementation and operation of the career-centered program;

2. to develop an understanding of and support for the career-centered project from individuals and groups within the school system and the community-at-large;

3. to provide appropriate career awareness and guidance experiences for students at the elementary school level;

4. to provide appropriate career exploration and guidance experiences for students at the junior high school level;

5. to provide a variety of occupational preparation programs at the secondary school level;

6. to provide an intensive program of guidance, counseling, education placement, job placement, and follow-up for secondary students completing or dropping out of the school system;

7. to develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning, and the school system which will aid the student in bridging the gap between educational experiences and the world-of-work;

8. to provide a variety of continuing occupational education (adult) programs for out-of-school groups;

9. to provide career-centered in-service training for the entire school system's faculty; and

10. to continually evaluate and redirect, if necessary, the career-centered program.

III. DESCRIPTION OF THE PROJECT

In Mississippi, during recent years, both educators and the general public have come to the realization that career development is a continuous process for students and one in which the school system must assume a far greater responsibility. A consensus was reached by vocational and general educators approximately three years ago that if students are to make sound educational and occupational decisions, they must be acquainted with many different aspects of the world-of-work. This process should begin at the time they enter the school system and continue until they leave the school system (at any level) and enter an occupation.

The exemplary project was designed to implement the career-centered concept at all levels of the educational ladder. It placed heavy emphasis upon reorientation of the traditional school concept around occupational education. The levels of occupational education were viewed as a pyramid with students making decisions about their careers from information obtained through the project. As students narrowed their choices about occupational selections, individual occupational

experiences and career guidance became more sophisticated and intensified.

The career process began with the elementary schools providing students with sufficient occupational information and counseling to meet the needs of all students according to their interests and abilities. To accomplish this basic goal, local exemplary project personnel provided basic services to the elementary faculties. These services included obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties.

In the junior high school, students expanded and intensified their exploratory experiences in the world-of-work through a specially designed course, Occupational Orientation. The students' awareness of the world-of-work was increased by capitalizing on the introduction to occupational information received at the elementary level. The course was designed to provide exploratory experiences in a broad range of occupational categories and levels, with opportunities for students to make comprehensive educational and occupational decisions rather than being forced into limited choices. In the course, the students were brought to grips with self and society, self and occupation, and self and personality development. Throughout the course, the students had an opportunity to see career development in logically sequenced steps traversing all fifteen career clusters.

The career-centered curriculum at the senior high school level was a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students received assistance in planning for and attaining vocational goals and preferences either in the form of additional vocational training or work experience. These experiences were acquired by the students through the vocational programs as well as other offerings of the school system.

The Vocational-Technical Division of the Mississippi State Department of Education administered the project at the state level, and the Greenville Separate School District administered the project at the local level. The relationship between the two organizations and administrative structure for the project are depicted in Figure 1.

A summary of procedures planned to aid in the attainment of the ultimate objective of the project (stated in Part II. Goals and Objectives) is outlined below. The summary is presented in relation to each specific objective stated in Part II.

A. Administrative Structure (See Figure 1.) All positions on the career staff were filled prior to the start of the 1975-76 school year. The current staff is listed on the next page.

Name	Position	Degree	Educational Experience
John F. Swanson	Director	M Ed	8 yrs.
Betty Cothran	Counselor	M Ed	9 yrs.
Richard Etheridge	Preparation	MA	5 yrs.
Sarah Robinson	Exploration	MA	6 yrs.
Hurtice Howard	Awareness	MA	12 yrs.
Carolyn Kurts	Awareness	MA	7 yrs.
Leon Wright	Orientation	BS	2 yrs.
Pat Mei	Orientation	BS	2 yrs.
Mary Rankins	Orientation	BS	4 yrs.
Lessie Jenkins	Orientation	MS	13 yrs.
Sherry Burns	Secretary	N/A	6 yrs.

B. Developing Community Support - Special emphasis was given to promotional activities designed to create public awareness and understanding of the career education project and to promote involvement of the community in the project. The network was comprehensive in nature in that it was designed to include parents, educators, employers, labor leaders, public agencies, elected officials, and community organization and/or clubs. In order to promote public awareness of the project, public relations activities were undertaken by four groups vitally involved in the project: (1) the School Board; (2) the School System Administration; (3) the local Career Education Advisory Committee; and (4) the local project staff.

As community understanding of the project increased and enthusiasm developed, emphasis was placed on marshalling resources (both human and other) from within the community. Resource speakers were identified and programmed for utilization in providing career education learning experiences for participants during the operation of the project. This activity was expedited partially by efforts rendered on the part of members of the local Chamber of Commerce.

C. Awareness Activities - From July 1, 1973 until June 30, 1976 numerous meetings were held for the purposes of planning and implementing career related classroom activities at the awareness level. Participants in such meetings included personnel from the State Department of Education, local administrators, local classroom teachers, career education staff members, third-party evaluators, and community advisory members. As a result of such meetings many types of materials were either purchased or teacher-made for use in elementary classrooms. Samples of these materials included:

1. Language Arts Career Activities - Each one-page or two-page activity fused a career concept with matching, spelling, reading, and writing lessons. Examples: Occupational Learning Task Cards, Interests May Lead to Occupations, Work

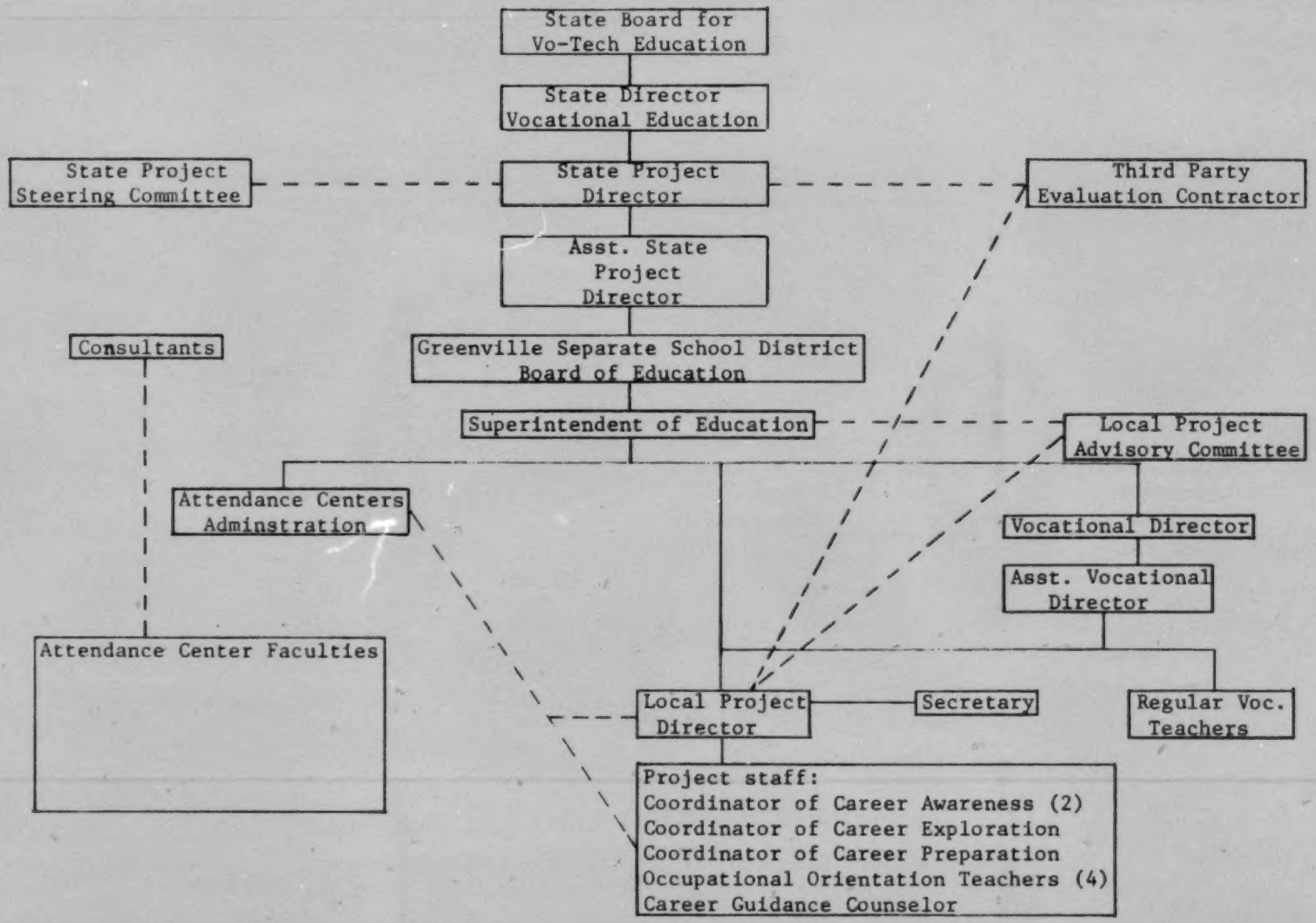


Figure 1. PROJECT ORGANIZATIONAL STRUCTURE

Bank Communications Workers, What Should You Do?, What Would You Call These People?, The Carpenter-Tools and Activities, A Neighborhood Barber, Policeman Vocabulary Matching Exercise and Puzzle, Community Helpers Career Game, Can You Spy The Scientists?, and Jobs in the Textile and Clothing Industry.

2. Bicentennial Focus News - The monthly bicentennial newspaper is written by the awareness coordinators and features a monthly calendar, historical recipes, a career highlight, an Early America at Work series, ideas submitted by the classroom teachers, and information and classroom activities about two or three selected monthly happenings (examples: Negro History Week, Valentine's Day, and Brotherhood Week).

In addition to various career-related materials being available for utilization, elementary students participated in simulated job experiences. This task was accomplished by obtaining local resource persons who represented a broad cross-section of the employment opportunities available in the community. All resource persons were asked to bring the tools of his or her trade and to let the students get involved. Examples of several resource persons utilized in the career project are as follows:

1. Naturalist - The naturalist displayed mounted wildlife and live snakes found in the Mississippi region. Examples: red tail fox, raccoon, muskrat, beaver, mink, armadillo, and fawn.

2. Surveyor - The surveyor was invited by the math classes. Measurements and angles were discussed using tapes and transit, plane table, plumb bobs, and chains.

3. Lawyer - During this interview, the lawyer presented briefs, law books, a subpoena, a deposition, and an affidavit.

4. Commerical Fisherman and Net Maker - This speaker was invited by science students who were studying the fishing industry. Explained and displayed were hoop nets, trammel nets, gill nets, and catfish farm nets. A portion of a catfish net was sewn for demonstration purposes. Students were invited to the equipment shop to watch the nets being hand-made. Many eager students have visited this fascinating wonderland of nets.

5. Wildlife Manager - This popular speaker brought a wood duck nesting box and alligators of many ages.

Bus trips and walking field trips continued throughout the three years of the career project. A limited number of bus trips were taken to a local newspaper, the municipal airport, public library, and the new vocational-technical center. Due to the fuel shortage and the high cost of transporting large numbers of students, many

walking field trips were taken. Groups of students walked to the post office, public library, art gallery, hospital, music shops, McDonalds, and other local business establishments. Five sections of third graders from one elementary school and one class of fifth graders from another school walked to an Indian Cultural and Craft Exhibit held in one of the malls. Twentieth century Indian life and ways were discussed and depicted. Several tribal cultures were represented-Woodland, Apache, Navaho, and others from different areas of the United States. Actual Indian occupational involvement was personified. Students were given first-hand information concerning Indian life styles and were allowed to ask questions. To the students' amazement, many of the jobs that were discussed were labeled "American jobs."

A principal of one of the schools shared information about his hobby with a class studying photography. He brought cameras, developing equipment, prints, negatives, magazine pictures, etc., which he used in his demonstrations. Many careers in this field were explained and discussed as well as "good picture-taking techniques." A second visit is planned to assist them in developing some of their own pictures.

An owner of a home construction firm discussed the step-by-step process in house building to a fifth grade group. He also analyzed their classroom projects and pointed out buildings and sites in the city that were developed by his company.

An English lesson about reporting and announcements evolved into many weeks of preparation that ended with an appearance on local TV! The students became news reporters, weather men and women, sport newscasters, advertisers, commercial personalities, etc. Each day these workers reported accurately the happenings around the world. They were allowed to broadcast current news over the loud speaker of their school. The WABG TV personnel were invited to view one of the broadcasts. Because the news broadcast was professionally and artistically done, the presentations were taped by the television team. Before leaving the classroom, the WABG TV guests explained their careers and the equipment used during the filming. The filming of the news broadcast was later televised as a featurette during a noon community involvement program.

One of the most successful and exciting Bicentennial projects of career education was the colonial candlemaking demonstrations. The idea for the candlemaking came from a teacher who requested information on candles and colonial jobs. The coordinators, after securing the information for the teacher, decided that the dipping method for making candles might be a worthwhile adventure to pursue. A gadget for the dipping process was assembled by the director for the coordinators' use in the classrooms. Hundreds of

students, teachers, principals, and supervisors have "dipped candles." The students quickly dipped a cotton wick into hot wax and then cooled it in cold water. This process was repeated until the desired thickness was achieved. Not only is the candlemaking fun, it's also educational. Included in the demonstrations were facts about science, math, art, and the language arts. Science was stressed when students observed solid wax being melted into liquid. Arithmetic was practiced when students measured the length of wicks and the amount of wax in candle molds. Students practiced language arts by writing about candle-making and afterwards drawing a picture about candlemaking in colonial times. The local news photographer visited one of the demonstrations for the purpose of writing an article and photographing the steps involved in the candledipping. Excellent coverage including two pictures later appeared in the local newspaper.

D. Exploration Activities - Brief career-related orientation sessions were held each year during pre-school orientation week. During this time the Career Education Notebooks were distributed and plans for the coming year were discussed. Longer periods were set aside for all new teachers entering the system.

Regular in-service training sessions were held with the departmental groups. This was a time for exchanging ideas, presenting new materials, etc. These sessions, although brief and at the end of the school day, served a very important function in keeping the channels of communication open.

The simplified reporting form, "How To" Statements, have proved to be much more popular than the more complex Companion Guide, which was used the first two years. Teachers have responded well in reporting their activities. However, even this simple form seems to be a deterrent to some who say they will do as much or more career education when they no longer have to write it up to be turned in.

The regular self-development sessions directed by the occupational orientation teachers in the career rooms each six weeks proved quite effective. Training in personality development, personal appearance, values clarification, and decision-making are important aspects. Discussions of the relationship of interests and aptitudes in choosing one's career led the students to take stock of themselves, including the test results, to begin actual practice in making career decisions. This does not mean that students were expected to make career decisions at that time, but since decision-making is a learned skill, practice in making decisions is very important.

Community resource people were used in considerable numbers, throughout the duration of the project. Persons from the environmental

careers were readily available - park rangers, game and fish personnel, foresters, wildlife specialists, etc. Several home economists were utilized - an interior decorator, an extension home economist, and a public utility home economist. The armed services recruitment personnel continued to offer their services as needed. Professional persons such as lawyers, medical doctors, pharmacists, and others also visited the classrooms.

Field trips, although limited, proved to be excellent motivators. Students in a ninth grade American Government class participated in a Youth Court Seminar conducted in the Washington County Youth Court Room by the Youth Court Judge and his staff. Judge Wroten outlined careers in the court system, but more importantly, he emphasized the importance of high morals, community responsibility, self-respect, respect for law and order, etc., as related to their future success - or failure. Other groups toured a nearby greenhouse, a hospital laboratory, a boat company, the telephone company, TV station, and supermarkets.

Following a week-long display in the mall by various local industries, several of the companies agreed to move their exhibits to Coleman Junior High for a mini-industrial exhibit. This was a very successful endeavor as every student had an opportunity to view first-hand, and in many cases get their hands on, some of the actual products manufactured in Greenville. All of the exhibits were accompanied by pictures and other paraphernalia that told the story of the particular industry or plant.

A committee of teachers and students compiled a roster of 36 "interests." From this list the teachers indicated the club they would be willing to sponsor. Once the sponsorships were established, the students were given an opportunity to choose their club interest.

The clubs crossed over grade levels and had no sex discrimination. Even though they were not "career" clubs, career education concepts were implicit throughout the entire scheme. The formats of virtually all the clubs were geared to "hands-on" activities and community involvement, both in the form of resource persons and on-site visits. The clubs met twice each month on specially-scheduled days that provided for the last period of the day to be reserved for club meetings.

Following is a list of the clubs: archery, arts and crafts, auto design, auto mechanics, basketball, Bible, bicycle, camping and hiking, chess, citizenband radio, crewel embroidery, crochet, decoupage, drama, fishing and hunting, interior decorating, journalism, just games, karate, knitting and macrame, library monitors, modeling, motorcycle, music appreciation, needlepoint, rapid reading, records, science, slimnastics, soccer, table tennis, tennis, and study.

E. Preparation Activities - Career-related activities for students in grades 10-12 continued throughout the duration of the project. Such activities were planned and implemented constructively through cooperative efforts of classroom teachers, career staff personnel, occupational orientation specialists, and local administrators. The activities were, generally speaking, of the following types: resource speakers in the classrooms from varied fields of work, hands-on activities (such as actually compounding and preparing medical prescriptions under the capable guidance of a registered pharmacist), mock interview situations soliciting the help of school personnel including the principal, paper writing, bulletin board constructions, class reporting, student-conducted interviews of community workers replayed by the investigation committee to the rest of the class, meaningful work site visitations (such as the data processing group's hour trek to a computer center where students were allowed to enter personal data into a terminal under the direction of a secretary), class and individual research use of the career room, and both temporary and part-time job placement of students through a cooperative effort of the coordinator and career counselor.

The Greenville High School career room was extensively utilized by students who voluntarily frequented the room during independent study periods. Also, numerous resource speakers from the community were invited to explicate students' research findings with informative talks about their specific job performances, requirements, etc. The informal talks were well received as outside speakers who were equipped with verbal knowledge based on first-hand experiences in the specific field of work seemed to possess elements of credibility that school personnel whom these students saw and heard daily seemed to lack! The club year ended with a dance at the Greenville Mall Civic Center; Mr. Wright, an accomplished musician with professional experience, served as disc jockey.

F. Guidance Activities - Full-time and part-time job placement results for 1974 and 1975 were disappointing; however, prospects in 1976 were somewhat brighter. During 1976, 174 high school students were placed in part-time jobs. This number represents approximately 35% of the students applying for jobs being placed in 1976 as compared to less than 10% of the students being placed in 1974 and 1975.

An employment counselor from the State Employment Service spent a full day at the high school talking with those seniors who were interested in permanent employment after graduation. The students filled out applications, completed an interest test, and were given specific instructions on the procedures to follow upon completion of high school. Approximately half of the 95 students were placed in jobs or job training situations.

As in the past, those students seeking permanent employment were also listed in the Employer's Prospectus which the career counselor mails each year to local businesses and industries. A follow-up of these students will be executed in the late Fall of 1976.

The career counselors and guidance counselors worked closely with the Greenville Committee for the Support of Public Schools in counseling students who have dropped out of school. These students were offered counseling, assistance in entering the Manpower Training and Development Program, Job Corps and other training agencies, and in some cases, assistance in re-entering school. The committee also used the services of students who served as peer counselors in talking and visiting with these dropouts.

The community was also helpful in offering police cadet programs for interested youth. Twenty-one students were enrolled in 1976 in the cadet program. The cadets were assigned to shadow the officers on their routine duties. Cadets participate in the program until they are 21 years of age, at which time they may be hired on the force. Most of the cadets major in law enforcement and continue in the cadet program until they finish college.

With the opening of the new vocational center, the Vocational Planning Inventory was administered to the tenth graders. This inventory predicted the grades a student can expect to make in nine vocational areas and an overall grade in the academic area. This inventory was administered at the beginning of the second semester of each school year and was used in individual counseling as the students chose the subjects they would take in the fall semester.

The graduates were asked to rate certain services provided by their high school on an ordinal scale of one (low) to five (high).

Rate your high school preparation for the work you are doing:

	Responses	1	2	3	4	5
1973-74	30	3	1	8	10	8
1974-75	44	4	4	13	13	10

Rate your high school preparation for college:

	Responses	1	2	3	4	5
1973-74	48	0	3	14	23	8
1974-75	61	2	5	19	15	20

Cont'd

Rate the assistance you received from the Guidance Department in applying for further education:

	Responses	1	2	3	4	5
1973-74	61	1	4	9	14	32
1974-75	72	4	9	10	14	35

Rate the assistance you received in subject selection from counselors:

	Responses	1	2	3	4	5
1973-74	64	2	3	13	22	24
1974-75	76	8	7	15	20	26

Rate your high school job placement service:

	Responses	1	2	3	4	5
1973-74	39	10	3	11	8	8
1974-75	51	13	6	9	13	10

G. Post-Secondary Activities - While this proposal did not directly involve career education at the community college level, it did utilize the Mississippi Delta Junior College services in a supporting role. The career-centered concept was enhanced by the availability of extensive vocational-technical training through the area post-secondary school (Mississippi Delta Junior College). The vocational programs at the junior college were open-ended and accepted students at any level who could make progress in the occupational training programs. Offerings available in the post-secondary vocational facilities included: Practical Nursing, Data Processing, Secretarial Occupations, Electronics Technology, Drafting, Air-Conditioning and Refrigerator Repair, Auto Mechanics, Building Construction Technology, Machine Shop, Welding, Farm Machinery Operation and Maintenance, Medical Lab Technology, X-Ray Technology, Offset Printing, Sheet Metal and Farm Management Technology.

H. Adult Education Activities - The procedure for the implementation of the project also embraced the adult education activities of the school system. The career education process utilized community resources in enriching the adult offering provided by the school system. Adult education courses were offered as needs were established within the community.

I. In-Service Training Activities - In-service training activities were conducted throughout the project's duration, generally along specific interest areas and/or grade levels. Regularly scheduled activities included developing career education objectives and

outlines for grade levels and courses, improving teaching techniques and methods, developing and utilizing instructional materials, and demonstrating effective operation and utilization of new equipment.

J. Evaluation Activities - Three agencies were involved in evaluation procedures. These included: (1) the local school system; (2) the State Division of Vocational and Technical Education; and (3) a third-party contractor. Evaluation procedures were designed to gather evaluative data which was later incorporated into the decision-making process for: (1) redirecting programmatic efforts; (2) annual and long-range program planning; and (3) meeting accountability requirements.

Statistical data were gathered on teacher attitudes concerning career education at the awareness, exploration, and preparation stages. During the first year of operation, attitudinal scores of teachers in the Greenville Public Schools were compared to attitudinal scores of teachers in a neighboring school district which had not participated in a career project. During the second and third year of operation, student attitudes towards careers and student knowledge of careers were assessed. A Parental Opinion Survey and Business and Industry Survey were added the third year in addition to the aforementioned data gathering methods utilized the first and second year.

IV. RESULTS AND ACCOMPLISHMENTS

A. Major Activities - (See III. DESCRIPTION OF THE PROJECT, Page 6.)

B. Significant Findings - Several rather significant findings were noted the first three years the career project was operational. Specific activities or events which were noted included the following:

* teacher attitudes, which were somewhat negative during the first year, improved significantly during the second and third year of operation;

* student attitudes towards careers at all three levels showed significant gains as the program continued into the second and third year;

* student knowledge of careers were significantly higher for students which had participated in the career project than for a control group of students which had not participated in a career project;

* parental and community acceptance of the career concept, as demonstrated by results obtained from Parental Opinion Surveys, was positive; and

* students did not seem to become aware of the benefits they were receiving from the career project until after they had graduated from high school. (See student comments in the Evaluation Section.)

C. Dissemination Activities - The career education project received publicity through the office of the Governor (the Division of Education and Training) and various other sources. A summary of the project and its goals was included in a monthly newsletter which is distributed statewide. Highlights of career-related activities going on in the awareness, exploration, and preparation phases of the program were publicized. Local project personnel also engaged in a concerted effort to better inform the public concerning the project operation, purposes, and results. Personal contact with parents, teachers, students, and other interested persons was utilized in gaining understanding and community support for the career program.

In general, the Greenville Career Education staff reported such dissemination activities as:

* news releases to the Delta-Democrat Times concerning the launching of the career project, objectives of the program, and accomplishments of various workshops;

* newsletters to organizations such as the P.T.A., Bi-racial Advisory Council, Civic clubs, and the Greenville Public School Faculty;

* local radio and T.V. spots to inform the general public about the career project;

* career education staff members explaining the purposes of the project to civic clubs;

* an "open house" on career education for members of the local educational advisory committee;

* members of "minority" groups being informed of the purposes of the career program and encouraged and invited to participate in school meetings involving the career program;

* career education staff members appearing before parental and teacher groups to discuss the career program as implemented in the Greenville Public Schools. An effort has been made to inform the public that the career program is not just for those students who do not plan to go to college but for all students enrolled in both academic and vocational courses;

* the awareness coordinators were invited as consultants in a six-county in-service program for career education at University Center in Tupelo, Mississippi, January 29-30, 1976;

* the awareness coordinators were invited as consultants for a conference at Memphis State University entitled, Resources For Career Education, February 24, 1976; and

* the career staff served as resource speakers for the National Alliance of Businessmen.

V. THIRD-PARTY EVALUATION

FINAL EVALUATION REPORT

July 1, 1973 - June 30, 1976

AN URBAN CAREER EDUCATION PROJECT IN THE MISSISSIPPI DELTA

Exemplary Project in Vocational Education
Conducted Under the Provisions of Part D of
the Vocational Education Amendments of 1968

Edward L. Thomas
James F. Shill

July, 1976

I. INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description. The city of Greenville, Mississippi is located in Washington County at the intersection of U.S. 82 and U.S. 61 in the Mississippi Delta. It is approximately 200 miles south of Memphis, Tennessee and approximately 200 miles north of Baton Rouge, Louisiana. The city has a 12-mile slackwater harbor which empties into the Mississippi River. Washington County is bordered on the north by Bolivar County and on the east by Sunflower County. Sharkey and Issaquena Counties border on the south. Washington County has a land area of 278 square miles and is part of the Yazoo-Mississippi Delta area of Northwest Mississippi. (See Figure Ie.)

2. Density and Population Trends. The city of Greenville, Mississippi reported a 1970 population of 38,701 as compared to a 1960 population of 41,502. A loss of 2,801 persons or 6.7% of the entire population was indicated. An in-depth study by third-party evaluators revealed that the greatest population loss (18%) occurred in the 20-39 age bracket. The 0-19 age bracket experienced a 12% loss and the 40-59 age bracket reported a 9% loss. A significant finding was that the 60+ age bracket had increased at the rate of 13% during the 10-year period.

   Population data in August, 1975, which was provided by the Division of Business and Research, College of Business and Industry at Mississippi State University suggested that the out-migration pattern which developed from 1960 to 1970 was reversing itself. Population data for 1973 indicated a net population gain of 3.04% for Greenville and Washington County.

3. Occupational Breakdown of the Locale. The specific occupational information for the city of Greenville and Washington County is limited to that data which are received from the local employment office. Table Ie depicts employment by occupational categories which occurred during the first three years the career project was operational in the Greenville Public Schools.

4. Unemployment Rate and Trend. Data obtained from the Mississippi Employment Security Commission indicated that the Total Civilian Labor Force for Washington County and the city of Greenville in 1973 was approximately 23,400 as compared to approximately 24,000 in 1974 and 23,700 in 1975. A review of the data also indicated that the unemployment rate was 5.1% in 1973 as compared to 6.2% in 1974 and 10.2% in 1975. The unemployment rate in March, 1976 was reported as 13.6%.

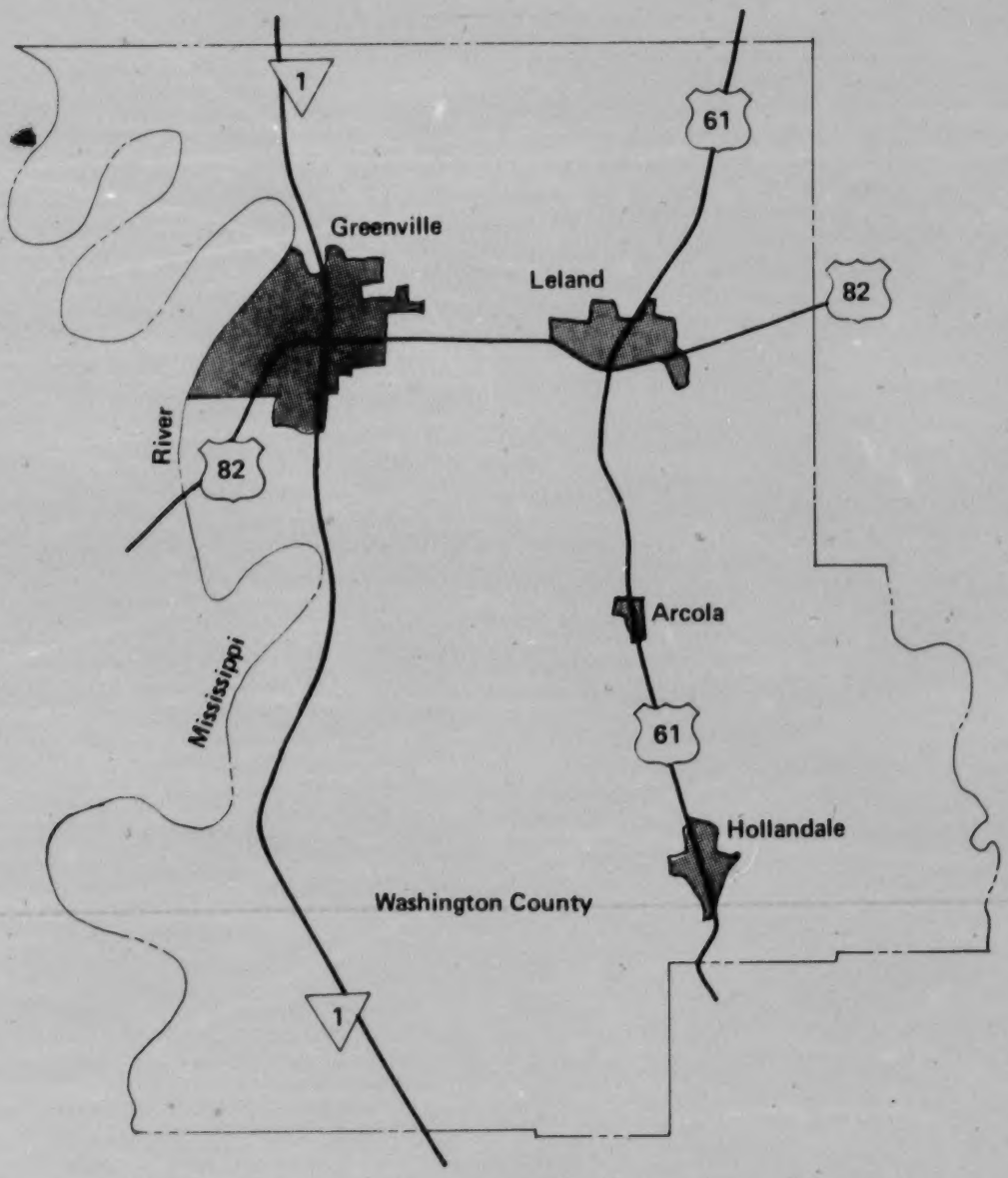


Figure Ie

Map of Greenville, Washington County

5. Income of Residents. A study of the Mississippi Statistical Abstract (1975) revealed that the average annual income for residents of Greenville and Washington County was $6,582 in 1973 and the median family income was $5,760. Data obtained from Table Ie indicated that approximately 71% of the labor force worked in non-manufacturing jobs while approximately 20% worked in manufacturing or related jobs. (Agriculture employment data were not available in 1973, 1974, or 1975.

6. Families Receiving Welfare Assistance. The Mississippi State Department of Public Welfare listed a total of 10,749 persons as recipients of welfare assistance in June, 1975. A total of 2,877 adults received Old Age Assistance during 1975, while 6,990 children received Aid to Dependent Children. Aid to the Disabled was paid to 819 individuals and Aid to the Blind was paid to 63 individuals. The total number receiving welfare assistance increased from 7,866 in 1971 to 10,749 in 1975 for an overall increase of 36.65%. (See Table IIe.)

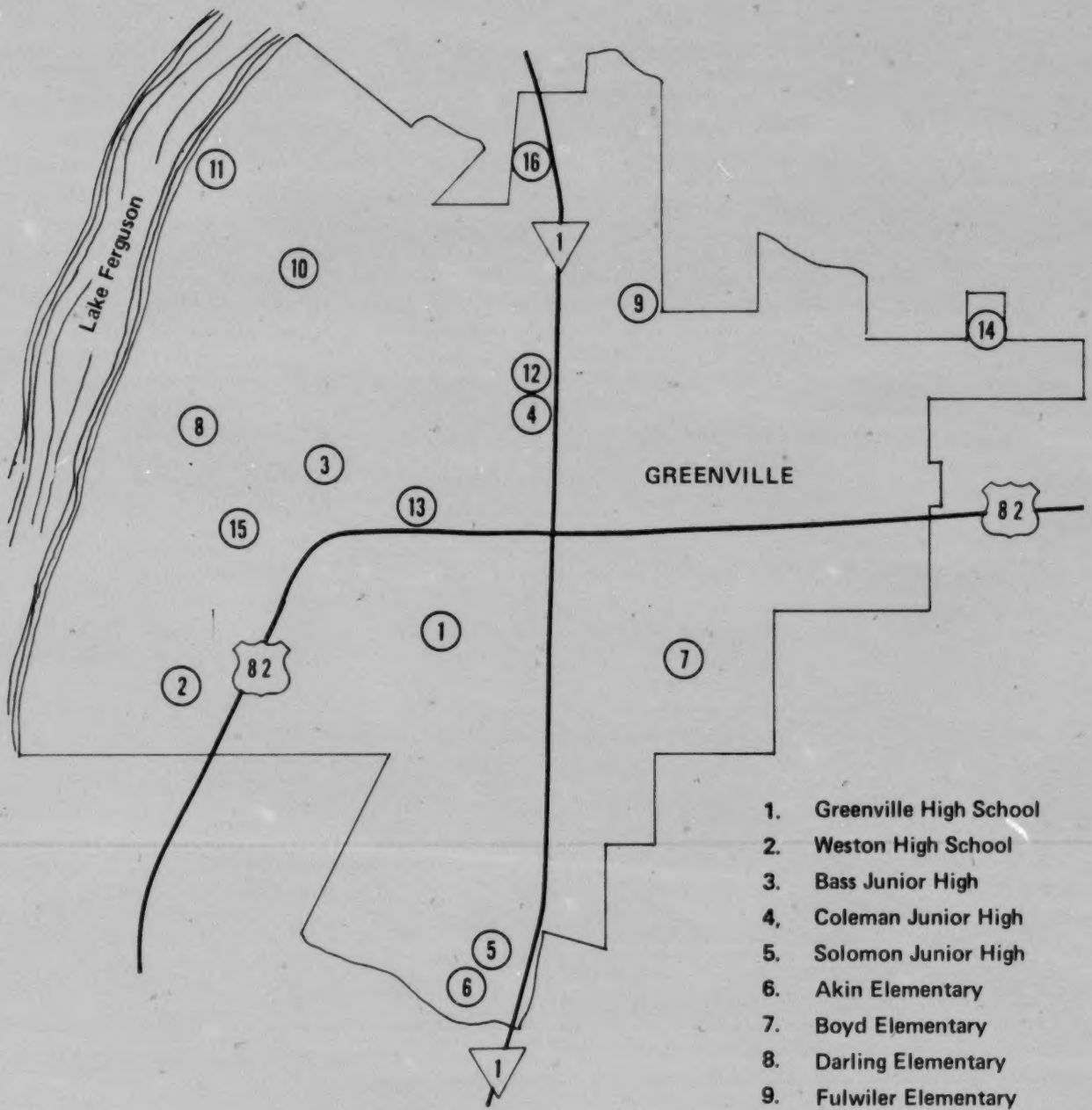
B. THE SCHOOL SYSTEM

1. Facilities Description. The Greenville Municipal Separate School District is composed of 16 separate physical plants which are well dispersed throughout the city. These are eleven elementary schools housing various grade levels, three junior high schools, and two high schools. Garrett Hall Elementary houses a portion of grades 1 and 2. Akin and Boyd Elementary Schools contain a portion of grades 1-3 while McBride Elementary houses part of grades 3-6. Manning and Webb Elementary Schools were assigned a portion of students in grades 4-6 while Darling, Fulwiler, Stern, Trigg and Weddington Elementary Schools contain a proportion of all students in grades 1-6.

   Bass, Coleman, and Solomon Junior High Schools contain all of the students in grades 7, 8, and 9. Weston High School houses all students in the tenth grade citywide and Greenville Senior High School houses all students in grades 11 and 12.

   All 16 of the school's plants appear to be in fair to excellent condition. Several of the school plants were constructed within the last 10 years and the oldest plants have received an extensive renovation and are considered to be in good shape. (See Figure IIe.)

   Those students in grades 11 and 12 who desire vocational training of a specific nature attend the Greenville Senior High School for one-half day and the Greenville Vocational Technical Center one-half day. The vocational complex, which opened in the Fall of 1975, offers terminal courses in several different



1. Greenville High School
2. Weston High School
3. Bass Junior High
4. Coleman Junior High
5. Solomon Junior High
6. Akin Elementary
7. Boyd Elementary
8. Darling Elementary
9. Fulwiler Elementary
10. Garret-Hall Elementary
11. McBride Elementary
12 Manning Elementary
13. Stern Elementary
14. Trigg Elementary
15. Webb Elementary
16. Weddington Elementary

Figure IIe

Location of Public Schools in Greenville

vocational areas and also prepares students in certain technical courses for entrance into advanced training offered by the area junior college.

2. Enrollments. A slight decrease in student enrollment was noted when enrollment figures for the 1973-74 school year were compared to those for the 1975-76 school year. During the 1973-74 school year, student enrollment totaled 10,283 students in grades 1-12 as compared to 9,960 students in grades 1-12 in 1975. An overall loss of 323 students or 3.14% of the students population was noted during the three-year period. Enrollment figures are illustrated in Table IIIe.

3. School System Faculty. Data obtained from the Professional Development Table (See Table IVe.) indicated that the Greenville Public School's faculty is composed of 507 professionals and 50 paraprofessionals. Approximately 76% of the professional staff has obtained a Bachelor's Degree and 20 are holders of a Master's Degree. Two administratos have earned Doctor's Degrees. All of the teachers are licensed to teach in his or her particular field.

4. School System Administrative Structure. The office of Superintendent of Schools for the Greenville Public School System is an appointive position. Three of the five board members are appointed by the City Council while the remaining two board members are elected by patrons living in that section of the separate district which lies outside of the city limits.

   The specific administrative structure utilized in the operation of the Greenville Public Schools is illustrated in Figure IIIe.

5. School System Curriculum. In order to graduate from the Greenville Public Schools, each student must complete a total of 16 units of which 9-1/2 units are required courses and 6-1/2 or more units may be electives. The 9-1/2 units are:

English 9, 10, 11, 12	4 units
Mathematics	2 units
Mississippi History	1/2 unit
Mississippi Government	1/2 unit
Biology	1 unit
American History	1 unit
American Government	1/2 unit

   Each student is scheduled for four (4) major subjects. A major subject is one that carries a minimum credit of 1/2 unit per semester. Each student is also scheduled to take health and physical education unless he participates in band.

Table Ie. Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment Annual Av. 1973	Employment Annual Av. 1974	Employment Annual Av. 1975
Manufacturing			
Food and Kindred	x	x	x
Apparel	x	x	x
Lumber and Wood	x	x	x
Printing and Publishing	x	x	x
Chemicals and Allied	x	x	x
Stone, Clay, and Glass	x	x	x
Metals	x	x	x
All Other Manufacturing	x	x	x
Manufacturing Total	5,510	5,450	4,750
Nonmanufacturing			
Construction	1,500	1,600	1,040
Transportation and Public Utilities	2,420	2,660	2,780
Wholesale and Retail Trade	4,990	5,130	5,070
Finance, Insurance and Real Estate	780	750	800
Service and Miscellaneous	3,260	3,230	3,090
Government	5,020	4,910	4,260
Nonmanufacturing Total	16,770	17,100	16,770
Employment Grand Total	22,280	22,550	21,520
Unemployed and (%)	1,140 (5.1)	1,390 (6.2)	2,200 (10.2)
Total Civilian Labor Force	23,420	23,940	23,720

Table IIe

Number of Washington County

Families Receiving Welfare Assistance by Category

Category	No. Recipients June, 1969	No. Recipients June, 1971	No. Recipients June, 1975
Old Age Assistance	2,396	2,499	2,877
Aid to the Blind	63	65	63
Aid to Dependent Children	3,211	4,698	6,990
Aid to the Disabled	605	663	819
TOTAL	6,275	7,866	10,749

Table IIIe

Enrollment by Grade for 1973-74, 1974-75, and 1975-76

Grade	Enrollment 1973-74	1974-75	1975-76	% Change 1973-76
1	1,164	1,004	1,063	---
2	814	797	847	---
3	902	790	767	---
4	873	805	762	---
5	873	813	819	---
6	901	814	818	---
7	1,059	1,007	949	---
8	935	892	902	---
9	871	824	833	---
10	704	744	731	---
11	593	604	669	---
12	594	516	500	---
TOTAL	10,283	9,610	9,660	-3.14

Table IVe

Professional Development Table

1975-76

	Ph.D.	Ed.S.	M.S.	B.S.	Non-Degree	Totals
a) Grades 1-6	0	4	40	210	0	254
b) Grades 7-9	0	0	11	111	0	122
c) Grades 10-12	0	4	24	63	0	91
d) Administrators	2	6	19	0	0	27
e) Counselors	0	4	9	0	0	13
f) Aides	0	0	0	50	0	50
TOTALS	2	18	103	434	0	557

Art, band, chorus, and health and physical education are 1/2 unit courses if taken for the entire year. Not more than two (2) units in art, band, chorus, or health and physical education may be applied toward graduation.

A student may earn a maximum of four (4) new units of credit in summer terms to apply toward meeting graduation requirements during his high school career.

6. Dropout and Transfer Trends. Based on statistics obtained from the State Department of Education and the Greenville Public Schools, it was found that 670 students (6.3%) dropped out in 1973-74, 706 students (7.3%) dropped out in 1974-75, and 650 students (6.7%) dropped out during the 1975-76 school year. The most prevalent reasons given for dropping out of school are as follows:
   (a) Dislike School
   (b) Behavioral Difficulty
   (e) Employment
   (d) New Residence

   State Department of Education personnel have held the opinion that the number of students transferring into the Greenville Public School System was approximately equal to the number of students transferring out of the system. A review of the data from 1973-1976 supported this thesis.

7. Financial Status of the School System. From 1960-1970 local revenue for the support of the school system increased 133%. During the same period state funds also increased 131%. Total revenue expended by the school system (not including capital outlay) during the 1972-73 school session amounted to $5,885,874. Of this sum 35.8% was from local sources, 53.0% from state sources and 11.2% from federal sources. Per pupil expenditures in 1962-63 amounted to $226 per pupil while in 1972-73 the amount had increased to $603 per pupil. The Greenville Public Schools reported a tax levy of 28 mills for the support of public schools. A maximum rate of 25 mills has been established as state law; however, several additional mills (3) may be added to retire a bonded indebtedness by which funds for capital improvements were obtained.

   For the 1975-76 school year, the Greenville Public Schools reported school revenue in three categories of which included: local revenue of $2,620,000; state revenue of $4,556,344; and federal revenue of $1,121,560. The total school budget was $8,297,904 and the per-pupil cost was 859.00.

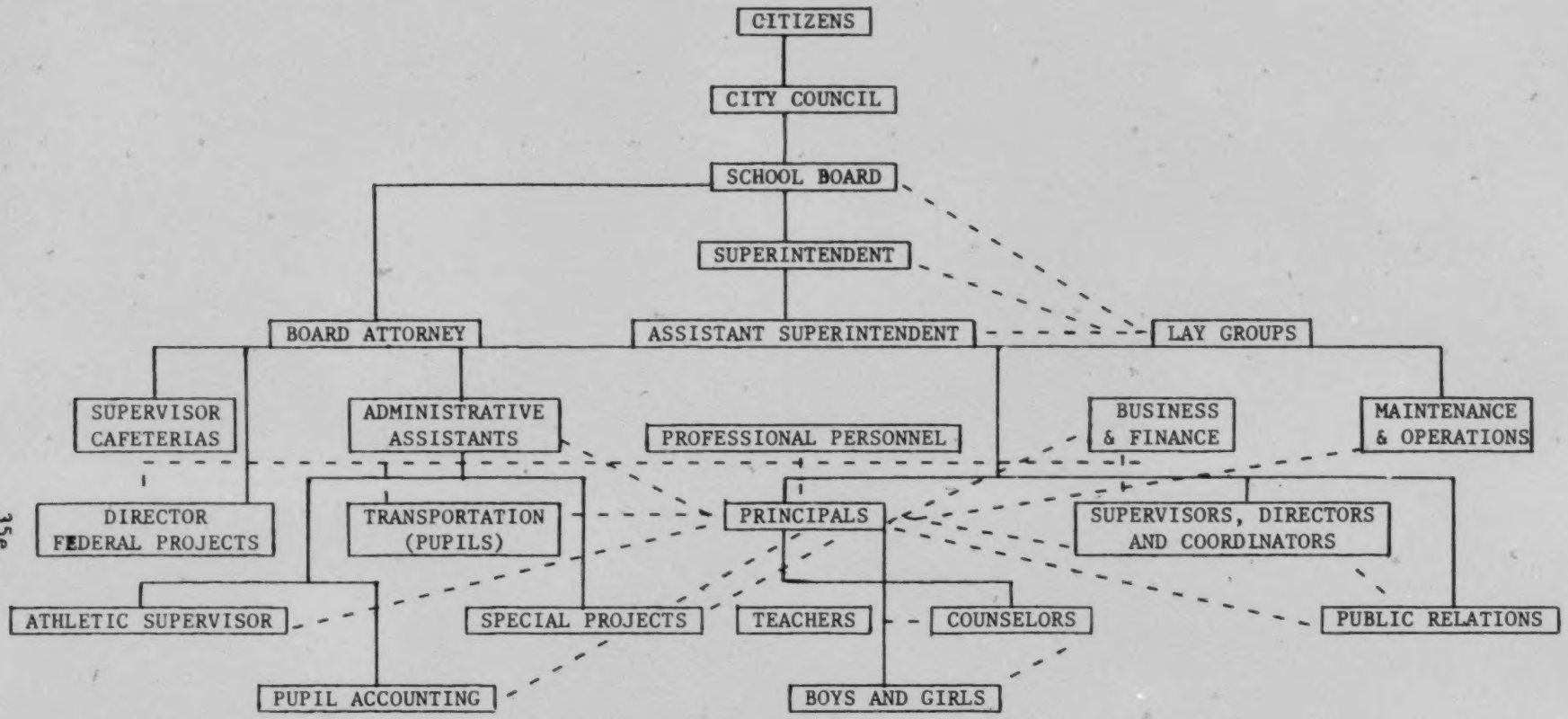


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Figure IIIe

ORGANIZATIONAL CHART

GREENVILLE PUBLIC SCHOOLS
GREENVILLE, MISSISSIPPI

———— LINE AUTHORITY

- - - - - COOPERATIVE OR ADVISORY RELATIONS

II. THE RESEARCH PROJECT

A. BACKGROUND INFORMATION

1. Origination of the Program. The Vocational Education Amendments of 1968 provided funds to local school systems through the State Department of Education for implementation of experimental and/or developmental programs. On December 11, 1972, a Proposal for an Exemplary Program or Project in Vocational Education was submitted to the U. S. Commissioner of Education for funding under Part D of the aforementioned amendments of 1968. Implementation of an "Urban Career Education Project in the Mississippi Delta" was begun June 1, 1973, in the Greenville Public Schools, Greenville, Mississippi.

2. Modification of the Existing School Programs. There was no drastic redirecting of any programs that were in existence. The concept of career education was to be implemented into the present curriculum by regular classroom teachers through fusion of career related learning experiences. Thus, no major organization or administrative changes were necessary. Career rooms were established at each of the three junior high schools and at the two high schools. Occupational orientation teachers were hired to man these rooms. They were certified by the State Department of Education. The rooms were stocked with occupational information in the form of filmstrips, cassettes, recordings, pamphlets, posters and job bank information.

   All students in each of these schools were rotated through the career room at least once each six-week period during the school year. It was during this time that all students were oriented to the career concept and in later sessions opportunity was provided each student to do in-depth exploration. At other times various teachers led groups through the career room for purposes of carrying out an instructional activity that a particular teacher may have devised as a career related activity to his or her particular subject.

   The only change required in schedule was the rescheduling of students from a particular study hall into the career room at least once each six-week period.

B. SCOPE OF THE PROGRAM

1. Participants Served. In each of the three schools within the system, the project was so designed to involve 100 percent of the students. This was accomplished by individual teachers utilizing career related learning experiences with the on-going instruction. The rotation of all students on the junior and senior high levels through the career rooms also added to their

career related experiences. On the elementary level, field trips and resource speakers were added to expand the career-related experiences of these students. Nearly 2,000 students were served from the junior and senior high schools in work study programs, vocational programs, and industrial arts programs.

2. Objectives of the Program. The general objective of the project was for the school system to produce students with sufficient occupational awareness and exploratory experiences to make sound career decisions, and to make career preparations in accordance with these decisions. Specific objectives of the project were:

   * To establish an administrative structure for the effective implementation and operation of the career-centered program;

   * To develop an understanding of and support for the career-centered projects from individuals and groups both within the school system and the community at large;

   * To provide appropriate career exploration and guidance experiences for students at the junior high school level;

   * To provide a variety of occupational preparation programs at the secondary school level;

   * To provide an intensive program of guidance-counseling-educational placement-job placement and follow-up for secondary students completing or dropping out of the school system;

   * To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning, and the school system which will aid the student in bridging the gap between educational experiences and the world-of-work;

   * To provide a variety of continuing occupational education (adult) programs for out-of-school groups;

   * To provide a career-centered in-service training for the entire school system's faculty; and

   * To continually evaluate and redirect (if necessary) the career-centered program.

C. PERSONNEL

1. Personnel Added by the Program. A total of ten additional professional level staff positions were added by the project.

This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position was utilized in the project implementation. All ten professional-level positions were filled with persons meeting State certification requirements and having a minimum of a bachelor's degree or a higher degree.

2. Administrative Staff. The six administrative personnel which were employed to administer and coordinate all phases of the career project have an average of eight years of teaching and/or administrative experience. Administrative positions include those of the project director (1), career counselor (1), preparation coordinator (1), exploration coordinator (1), and awareness coordinators (2). Occupational Orientational personnel (4) and the part-time secretary were not considered a part of the administrative staff.

   The local project director had eight years of teaching and administrative experience. He assumed the responsibility for coordinating all phases of the program with the State Project Director, including recruitment, selection, and supervision of all personnel. In addition, he purchased supplies and materials; arranged for consultative services; conducted in-service training of staff; conducted public relations activities and filed the necessary reports.

   The Career Guidance Counselor had nine years teaching experience. Her duties and responsibilities included the development of in-service programs for all counselors in the school system. She assisted in providing occupational information to all career rooms where such material were available for student utilization. She also assisted in administering various aptitude tests; conducted follow-up of students; and assisted in placing students.

   The Coordinator of the Preparation phase had five years of teaching experience and was responsible for coordinating all activities concerned with the job preparation of the students at the high school level. This coordinator also was responsible for the utilization of supplies and materials purchased or developed by the career staff. Staff development was the continuous responsibility of all coordinators.

   The Exploration Coordinator had seven years work experience as a home economics instructor and teacher educator and held a Master of Arts Degree in Education and Home Economics. This individual worked with the principals and counselors in each of the junior high schools in developing career exploration activities. The major duties of the Exploration Coordinator included: cooperating with classroom teachers in a joint effort to provide worthwhile activities of a career-centered nature; serving as a

consultant upon whom the teachers may call for suggestions concerning career related activities; obtaining classroom resource speakers; and providing a source of career materials through well-organized career rooms.

The Awareness Coordinators (2) had a total of 19 years of teaching experience at the elementary level. Both of the coordinators had also received a Master of Arts Degree in Guidance and Counseling. Duties and responsibilities of these individuals included: keeping written records of career related activities used in the classrooms; securing resource sepakers; arranging for field trips; providing career related resource materials; and performing other career related duties as assigned.

The duties of the secretary consisted of typing requisitions, curriculum materials, correspondence, duplication of material, maintaining files, collecting materials, and other assignments by the career coordinators.

3. Student Service Personnel. The Greenville Public Schools reported no specific responsibilities for the one guidance counselor employed in the career project. However, it was evident throughout the first year of the project that an excellent working relationship had developed between the career coordinators, the career counselor, and local guidance personnel.

   These persons worked together in establishing guidelines for administering various aptitudes and interest inventories. The career guidance counselor also cooperated with the guidance staff in such activities as the analysis of test results, individual and group guidance sessions, student placement, student follow-up, staff discussions and in the dissemination of career related materials.

4. Instructional Personnel. The Career Orientation teachers were responsible to and reported to the principal of the school to which they were assigned. Duties were as follows:

   * To assist in the total coordination of the program by working with the coordinator of the Exploration phase;

   * To cooperate with the classroom teachers in developing career related materials and activities;

   * To act as a consultant to the teachers concerning career related materials and activities;

   * To provide and maintain a ready source of career related materials in a central location within the school;

* To keep accurate records of career related instructional procedures in the classroom;

* To serve as a source of referral for teachers who determine a definite area of career interest by any one student or group of students; and

* To communicate with the coordinators as to how well the concepts and objectives of the career-centered curriculum are being carried out in the classrooms.

5. Recruiting and Maintaining Personnel. The major problem encountered in the project during 1973-74 was one of securing a full-time, qualified director. The director joined the staff several months after its funding. One other minor problem was in securing one orientation teacher. This was because it was difficult to find a person with the required qualifications and one that would be certified by the State Department of Education. All positions in the staff of the Career Project were filled in January, 1974, when an occupational orientation teacher was secured for the remaining vacancy.

   Several personnel changes occured at the end of the first year of operation for the career project. The 1973-74 project director resigned and was replaced by the former Preparation Coordinator. A classroom teacher was recruited to serve as Preparation Coordinator. One of the Awareness Coordinators was replaced by a person who had been serving as a classroom teacher. Two occupational orientation teachers were replaced by faculty members from the junior high school and one occupational orientation teacher was transferred from T.L. Weston High School to Greenville High School. Only one personnel change was made in the career staff for the 1975-76 school year. The project director reported that one of the occupational orientaiton teachers resigned and was replaced by a local teacher who had been employed in a neighboring school district the previous year.

D. PROCEDURES

1. Physical Arrangement. No new facilities were added to any of the schools within the system for use by the career project exclusively. In most instances, from 1973-74 until 1975-76, personnel employed to implement and administer the project were housed in a space available in one of the local school plants. The career education staff office and materials center site was selected due to its central location and adequacy of storage space.

   The high school coordinator was assigned an office in the high school. From this office, he supplied career information to students and teachers.

The exploration coordinator was housed in an office in one of the junior high schools that was the most centrally located.

The awareness coordinators and the project director were housed in the Child Guidance Center. This attractive center was the most centrally located, in regard to the elementary schools within the system.

The orientation teachers were placed in the respective junior high schools. They worked from the career room within that particular plant.

2. Review and Planning. A number of planning and review sessions were held in the Fall of 1973. These sessions included the state exemplary project director, local exemplary project personnel, and individual groups of administrative personnel and teachers of the Greenville Public Schools.

The local staff engaged in weekly planning and review sessions at the career education office. In addition, the staff participated in review sessions with the counselors and department heads within the several plants. These sessions were conducted both during the school day and after school hours.

In the Fall of 1974, the career staff met with the local superintendent, assistant superintendent, supervisor of elementary and secondary instruction, State Department of Education personnel, and third-party evaluators from Mississippi State University to discuss implementing career concepts at the elementary, junior high, and high school levels.

The entire career staff attended a career education conference at the University of Southern Mississippi -- "Career Education: Let's Make Every Dollar Count." Some of the key speakers were: Dr. Kenneth Hoyt, Dr. Leon Borne, Mr. Bryon McKinnon, Lt. Gov. William Winter and other career education figures in the State of Mississippi.

Other planning sesions occurred on these dates with the personnel listed:

August 26-28 -- State Department of Education Personnel
September 5 -- State Project Director
September 19 -- Third-Party Evaluator and State Department of Education Personnel
September 24 -- State Project Director
October 1 -- Third-Party Evaluator and State Project Director
October 17 -- State Project Director; Personnel from the Regional Health, Education and Welfare Office, Atlanta; Third-Party Evaluator; and Superintendent of Schools Cont'd

February 17 -- State Department of Education Personnel
February 28 -- Third-Party Evaluators

For the 1975-76 school year, the project director held review and planning sessions with the career staff, local administrators, classroom teachers, and third-party evaluators. Objectives of the career project were discussed along with recommendations for improvements which were offered by the evaluation team. In general, it was agreed upon in the review and planning sessions that increased emphasis would be placed on part-time and full-time job placement for students and that limited in-service training sessions would be provided for all classroom teachers. It was also felt that an increased effort should be made by the career counselor to facilitate job training in the vocational complex for adults and dropouts.

3. In-Service Training. The initial orientation of all classroom teachers, counselors, and administrators to the overall career concept proved to be a formidable and continuous task. Due to the large numbers of teachers, counselors, and administrators assigned to the various grade levels, it was deemed most practical to utilize a team approach. During the months of August and September, 1973, the state staff held an in-service workshop with the career staff. During the week of September 17, 1973, all elementary grade chairmen and high school department heads were involved in an in-service workshop. All of the above-mentioned faculty members were oriented to the career concept as it applies to all grade levels.

It seemed reasonable to assume that an overall view of the career concept would enable these educational leaders to present the concept to their classroom teachers more effectively as a whole picture rather than in fragmentary bits. With this idea in mind, the various high school department heads and elementary supervisors were encouraged to return to their respective schools and hold a similar type workshop. There have since been regular meetings between the coordinators on the various levels with department heads on the junior high and senior high levels. The elementary coordinators meet on a regular basis with grade chairmen in the various elementary schools. All coordinators also continue to work with individual teachers as the need arises.

During the first week of school for the 1974-75 school year, the entire elementary school faculty met as a group for an in-service program in which each teacher had an opportunity:

a. to be introduced to the entire staff;
b. to hear a progress report of national, state, and local career education accomplishments;

c. to become acquainted with awareness plans for 1974-75; and
d. to be informed of activities in the exploration and preparation phases.

Career-centered resource materials were on display following the program. The teachers were given an opportunity to ask any questions they had after looking at the materials.

The new elementary teachers attended an additional in-service training session in the Child Guidance Center, at which time the Career Education concept was explained, Elementary Career teacher resource guides were distributed, and a film entitled "Let's Get to Work," was shown.

The Exploration Coordinator met regularly each six weeks with each departmental group to exchange ideas about "How-to-do-it." Printed materials were distributed at each meeting offering ideas to make Career Education 'work' in the classroom. In addition to the Career Newsletter, the Exploration Coordination frequently distributed print-outs to teachers containing possible ideas for their use in implementing Career Concepts.

Before school was well underway, the project director, the career counselor, the preparation coordinator, and the occupational orientation specialist met with the principal to devise a plan of implementation for the career program. The director and the preparation coordinator, with the sanction of the principals, designed a schedule which required each teacher to bring his or her class to the career room at least once during the first six weeks. During this hour, the occupational orientation teacher would meet with the students to provide his services and the resources of the career room while the coordinator met with the individual teacher for in-service training sessions. The sessions seemed to be quite useful in informing the teachers of their obligatiion to the career program and in informing the teachers concerning the rules of the coordinators.

For the fall semester of the '75-76 school year, the preparation coordinator conducted in-service sessions by academic departments. Prior to meeting dates, careful planning was done by the coordinator and departmental heads to arrange the best times possible and the most meaningful and functional approach feasibly possible under given circumstances. In general, the sessions included the following: (1) coordinator-role explanations, (2) discussions of teachers' expected performance, (3) discussions of guidance staffs' involvement, (4) discussions of administrators' needed contributions, (5) group sharing of infusion ideas, and (6) discussions of community and school resources. It was the intent of the coordinator to have each

teacher leave these meetings with a clarified sense of direction as to what, when, how, and where he was to infuse the concepts into his on-going instructinoal plans.

For the spring semester, in-service conclaves were held in the school libraries with entire faculties attending each school's meeting. A newly released 22-minute film entitled "Career Education" was shown. (This "broadcast quality film was designed to introduce the idea of career education to the public and to education decision makers. It discusses the needs for career education and shows implementation tactics of the concepts in the classroom.")

In addition, the coordinator met with each department in both schools to show in-service materials ordered from Olympus Publishers. These materials included two recently acquired books (they were reviewed by the coordinator and recommended for use by all teachers): CAREER EDUCATION IN THE ACADEMIC CLASSROOM and CROSS DISCIPLINE PLANNING, and a 20-minute sound filmstrip program entitled, "Career Education: What It Is And How To Do It." It was the intent of the coordinator through these meetings to emphasize the impending culmination of federal funding at the end of the present school year, and more importantly, leave the following question for each to ponder: "Can I do it now in ways that will be meaningful to my students and myself?"

4. Activities. An Urban Career Program in the Mississippi Delta is an educational process beginning with the elementary grades and continuing through the high school years. The program encompasses three stages of career education which includes the Awareness (grades 1-6), Exploration (grades 7-9), and Preparation (grades 10-12) stages. Due to limited space, only selected samples of career activities which were on-going for the 1973-74, 1974-75, and 1975-76 school years will be discussed in this report.

CAREER AWARENESS

The Awareness coordinators made an inventory of available career education materials in each school's media center prior to purchasing many instructional and professional materials. Each teacher was given a 27 page annotated bibliography of career education materials housed in a central location. These materials were checked out by teachers upon request. In many instances the coordinators suggested and supplied materials from the bibliography when they saw correlation opportunities.

Such career materials as films, filmstrips, records, cassette tapes, study prints, books, puzzles, games, modeling materials

and many other teaching aids were made available through the career program.

Career implications were emphasized in subject matter areas when the need arose; coordinators assisted teachers in "working up" unit, lessons, and activities related to the world-of-work. Teachers were also encouraged to use any career related materials available in their school's media center along with 16 mm films supplied by the school system's local audio-visual department. (Each teacher has an annotated bibliography of 16 mm films.)

Resource persons, including parents, representing numerous job clusters were invited into the schools or classrooms to speak to a group or several groups about their work; walking tours were used; several P.T.A. programs highlighted career education with coordinators conducting them; several awareness activities were photographed and spotlighted in the Delta Democrat Times; brochures on career education were distributed to Parent-Teacher Groups. A monthly newsletter was also published to highlight classroom career-related activities and other career education efforts.

Students were encouraged to make appointments with members of the Chamber of Commerce to interview them in reference to the jobs they perform in the community. Following each interview, a thank-you note was written and oral reports were given in the classroom. When practical, each student was encouraged to role-play some of the tasks which he felt were necessary for performing certain jobs.

A typical day of activities for the students within the Awareness level is as follows:

In the lower elementary (1-3) grades a student's day is divided into three main blocks--Reading and Language Arts Block, Mathematics Block, and Social Living Block with specials (Music, PE, Art) intervening on certain days.

It is highly possible that he may be exposed to a story in his reading class which may depict several scenes from the world-of-work. If so, this lesson is correlated in the other subject areas--math and social living.

Sample weekly activities: Students are engaged in role-playing; career games; independent reading; occasion-resource speakers; field trip; group interactions; hands-on activities; career films and filmstrips; and classroom discussion.

In the upper elementary (4-6) grades the students have more distinct subject areas: reading, English, spelling, science, social studies, and mathematics with specials intervening on certain days.

The above activities are carried on in these classes as well as reporting; debates; and job performances, (office monitors, library helpers, etc.).

During an English lesson about the correct porcedures of interviewing, a fourth grade teacher thought of a way to implement a career education activity. The Greenville Fire Chief was invited into the classroom. After his brief presentation about the policies of the fire department, the students began a pre-planned interviewing session. Many career types of questions and situational questions were asked. Because of the success of this day, the teacher and students are walking to the nearest fire station for further investigations of equipment and station facilities!

Since the printing and dissemination of the resource guide ('73), many new materials and media were purchased or created by the coordinators. A 21 page supplement was added to the awareness bibliography of resource materials. The teachers have found this source very valuable when making lesson plans. No new materials have been ordered for the 75-76 school year. However, the coordinators have ordered a variety of different catalogues, brochures, leaflets and teacher magazines for ideas and materials that may be ordered or made for teacher check-out.

Numerous field trips to local places of interest were taken by elementary students. The career staff has arranged for scheduled field trips to fire stations, florist shops, shopping malls, police stations, public libraries, city hall, newspaper plants, automotive shops and nursing homes. Sixth grade students were permitted to view portions of the Industrial Week display which was exhibited at one of the junior high schools.

The awareness coordinator explained each display briefly as the pupils looked at replicas as well as original items that were reproduced at Mainstream Shipyard, Chicago Mill, Vlasic Pickle Factory, Nicholson "file" Company, Gypsum Company, and Mid-State Steel and Wire Company.

It was apparent to third-party evaluators that all of the teachers in the elementary schools were involved in bicentennial activities. The Awareness Coordinators took advantage of this interest by producing a monthly paper entitled "Bicentennial Focus News." Each month the paper featured a monthly calendar of events, activities, historically interesting foods prepared

in early American times, listings of facts about early America at work, and a career highlight. Many of the activities were designed for teacher and pupil involvement; thus, individual copies were distributed to each teacher and principal.

CAREER EXPLORATION

The Exploration period extends from grades seven through nine. The primary objective of this phase is to help students integrate work values into their personal value system by:

a. Affording opportunities for students to explore career opportunities available by providing career related information, materials, and experiences;

b. Aiding students in developing decision-making skills for choosing a career through group and individual counseling;

c. Helping students identify and interpret personal interests, aptitudes, and abilities through participation in a comprehensive testing program;

d. Assisting students in selecting a curriculum that will meet his needs best; and

e. Aiding students in developing proper attitudes toward the "World of Work" by emphasizing the contribution that subject matter can make to a successful career in every course that has career relevance.

Many interesting resource persons, materials, and related activities were used in the junior high schools. Many of the teachers had career related units that were extended over several weeks, primarily because of a high level of student interest.

During a study of newspaper ads, one English class engaged in such activities as looking for jobs through the want ads, and writing ads. Students constructed posters of presenting their original ads. A representative from the Delta Design Company was invited to talk to the class about advertising agencies. He demonstrated techniques used in radio and TV ads, as well as steps in the design of newspaper ads and brochures.

The Career Orientation teacher set up an assembly line activity as an introduction to the manufacturing cluster of occupations. The children were quite interested in the competition between two lines of work, and with the resulting product. In some cases the end product of the fastest group was definitely inferior to the product of the slower group.

A brochure was produced by the coordinator for each junior high student to take home to his parents. The brochure defined some of the terms related to career education, and explained briefly how the concepts were being fused into the on-going curriculum.

The physical science class of Bass Junior High School enjoyed a walking field trip to a gun and bicycle shop. The proprietor gave a very detailed lecture and demonstration of the gears and other mechanics of the bicycle. He also answered questions concerning careers in bicycle sales and repairs.

Students were encouraged to use the knowledge they have gained to narrow their career interests and choices so that they can be better helped in planning their educational directions for the coming year. Included in the pre-registration forms for both the eighth and the ninth graders, was a career check-list. Students were asked to check the three career clusters they were most interested in and they were encouraged to be as specific as possible, based on the information they knew about themselves and their desires. Using this information, the counselors and the career education coordinator made an effort to afford students the opportunity for direct exposure to more information and experiences related to their particular interest.

A very unique resource person was utilized in the ninth grade Mississippi History classes. A member of a Living History Reenactment Group was invited to tell about the life of the common soldier in the Civil War. He had many authentic items, such as uniforms, guns, and other accounterments which really interested the students.

Social studies teachers also used "Current Events" as the instrument for discussing all the jobs that were affected by the energy crisis. Some obtained forms from the Social Security Office for all students who did not have a social security card to correctly fill out the form and send it in to secure their card.

The math classes spent time figuring payrolls and payroll deductions. This activity was fused directly into the study of decimals and fractions. While emphasizing jobs in the health cluster, some math classes were taught to read and construct bar graphs similar to ones technicians must be able to work with. They were also taught to read other graphs, such as the electro-cardiograph.

A film on vocational planning using the Differential Aptitude Test was shown to all eighth graders, and both the career orientation teacher and the counselor in each school talked to the students prior to the administration of the DAT. Both the

coordinator and the career orientation teacher worked with the counselors in giving this test to all eighth grade students. It included the career planning inventory, and also the Kuder Preference Inventory.

The ninth grade students from Solomon Junior High School made an on-site visit to a large local department store while studying the Marketing and Distribution job cluster. The manager gave a very informative talk on the retail business and then reinforced it with an excellent tour of all the work areas in the store -- receiving, alterations, credit, wrapping, etc.

The ninth grade home economics students at Solomon enjoyed a tour of Morrison's Cafeteria. The manager talked at length to the students and explained the many things involved in the operation of a commercial eating establishment.

The manager and assistant manager of nearby Leroy Percy State Park talked to the Title III Achievement classes at Coleman Junior High School. They gave a slide presentation of the park showing the different vegetation, animals, and recreational facilities which it offers. They gave specific information on the park system in the State of Mississippi with particular emphasis on Percy Park. The students were informed of all the jobs available in the park, including the many summer jobs for youth. For motivational purposes, they brought along two snakes which are native to this area and a pet racoon. They demonstrated to the students how to "milk" the snakes.

CAREER PREPARATION

The aims of the career education program at the high school level were:

a. To prepare each student to make a choice as to a vocation;

b. To prepare each student with a skill or trade so that he or she can go into the world-of-work or go on to a trade school or junior or senior college;

c. To give students assistance in securing employment if they choose not to return to school next year or to provide them with some other form of formal or technical education;

d. To make available to each student an opportunity to express his interest and desires in a working laboratory vocational program; and

e. To prepare each student with job attitude skills as well as social enrichment.

Several methods were employed by the career staff and classroom teachers to encourage each student to take full advantage of the career materials and special assistance provided through the career program.

All students had an opportunity to come to the career room from study hall to continue to explore job opportunities and to begin securing information that would lead to his preparation for a job or trade.

The distributive education classes of Greenville High presented a 40-minute play that depicted the personalities of 13 characters who were each being interviewed for a job. The play was filmed by the system's audio-visual department for future classroom use. In addition to the realistic portrayal of the interviewer and his secretary which included typical personality traits that only exist outside the interview session, the following characters were depicted in the play: Miss Dependable, Mr. Bigg, Mrs. Featherbrain, Percy Sugar, Mr. Mumbles, Miss Prima Donna, Mr. Know-It-All, Mr. Henry Henpeck, and Miss Distributive Education who cleverly landed the position.

During a unit on both professional and paraprofessional medical careers, students toured the local hospital, where the administrator discussed job opportunities in hospitals. They also conducted a survey of professional workers in the community to see how a knowledge of Latin has helped them in their careers.

One of the Mississippi history classes toured the city's federal building after studying a unit on civil service job opportunities. A spokesman for each federal agency they toured greeted them and gave a brief explanation of the purposes of the agency and employment possibilities and outlooks for each agency. Agencies toured included the Federal Bureau of Investigation; the Selective Service Office; U.S. Corps of Engineers Office; the Agricultural Stabilization Commission Office; the federal judge's office; the HUD office and the post office.

Community workers in the following areas have visited the schools to speak and work with students concerning career preparation: cosmetologists, bank officers, medical doctors; musicians; pharmacists; firemen; policemen; foresters; park rangers; military personnel; federal land bank officer; secretary; supermarket manager; school attendance clerks/social workers; social worker from county health department; judges; insurance salesman; civil service examiner; 4-H youth counselor; guidance counselors; teacher; administrative assistant to a congressman;

school board member; social security administrator; city council member; nurse; and newspaper reporter.

The Greenville Public Schools have a well-organized, highly effective guidance program that is geared to meeting the needs of every individual. The guidance personnel have been supportive of the career education concept and cooperative with the career education staff.

The activities of the guidance personnel were centered around the following: collection, organization, and analysis of information concerning students' interests, abilities, aptitudes and personality characteristics; counseling with students concerning problems and educational and vocational planning; administering tests and maintaining records; assisting in identification and selection of students for vocational courses and/or remedial courses; aiding students in obtaining needed services provided by local, state, and/or federal agencies; providing occupational educational and economic information to students; assisting students in educational and job placement; and engaging in evaluation to determine the effectiveness of the guidance program.

A typical day of activities for the students within the Preparation level was as follows:

In the Greenville High School there are three possible avenues in the life of a typical day built around a Greenville High student: strictly academic, work-study, and vocational.

The academic student who made a definite choice to follow a curriculum that leads to a bachelor's degree experienced career related activities introduced by the teacher at appropriate times in his/her class, throughout the entire day.

The work-study student attended class in the morning hours and studied the academic courses with related information concerning his work-study program being introduced at appropriate times by his various instructors. In the afternoon hours he received on-the-job training.

The vocational student had his school day divided into two halves so that he could attend three hours of academic courses in the morning or afternoon, and the other three hours he was bussed to the vocational complex for vocational training. He also had career related information introduced in his academic class at various times dealing with course work at the vocational complex.

5. Instructional Equipment and Materials. A variety of instructional materials were developed and purchased by the career project. A review of purchase orders by third-party evaluators did not reveal that any equipment had been purchased by the Career Project; however, software required for the operation of existing equipment had been purchased. A sample listing of software goods by categories include:

a. Books

The Checkered Flag Series
Come Work With Us Series
Community Helpers Series
Where Things We Use Come From
Gus the Bus
Everyone Has Important Jobs To Do
I Want To Be Series
Let's Go Series
Our Working World Series
Occupations and Careers
Looking Forward to a Career in Agriculture
SRA Job Family Series
Getting a Job Series
Keeping the Job Series
Advancing on the Job
Professional Requirements in Pharmacy
Foreign Language and Your Career

b. Filmstrips with Sound

Education for Occupations (8 filmstrips, 4 cassettes)
Following Instructions (2 filmstrips, 1 cassette)
Developing Basic Values (4 filmstrips, 2 cassettes)
Community Workers (3 filmstrips, 3 cassettes)
Public Service Workers (6 filmstrips, 3 cassettes)
American Families (6 filmstrips, 3 records)
South American Families (6 filmstrips, 3 records)
Workers Series (8 filmstrips, 4 records)
Profile (6 filmstrips, 4 records)
Application of Employment (6 filmstrips, 3 records)

c. Film Loops (8mm)

Telephone craftsman
Surveyor
Printer
Photographer
Cattle Rancher
Jobs Abroad
Postal Clerk
Painting
Veterinary Medicine

d. Kits

Multimedia Series
Educational Toy Money
Occupational Awareness Mini-Briefs
Desk Top Career Kit
Chronical File
The Job Box
SRA OEK Kits

e. Study Prints

Science and Invention
Business and Professions
Government and Judicial
A Family at Work and Play
School Friends and Helpers
A Forest Develops

f. Records

Development of Communications
Development of Transportation
Coping with Life: Frustration and Disappointment
Belonging to a Group
The Newspaper in America
Focus on the Creative Arts
Career Opportunities in Social Studies
Career Opportunities in Math

g. Miscellaneous Software

Arithmetic Learning Game: Pay the Cashier
Crossword Puzzle (Vocabulary Building)
Ecology (Bulletin Board Aids)
Educational Password Game (Flash Cards)
Famous American Inventors (Colored Posters)
When I Grow Up I Want To Be (Flannel Board Set)
Good Grooming (Bulletin Board Aids)
Puppet Playmates
Widening Occupational Roles (Kit)
Children and the Law (Study Prints)
School Safety (Study Prints)

In general, it was found that the instructional aids utilized by the exemplary project for 1973-74, 1974-75, and 1975-76 included printed materials (books, bulletins, brochures, pamphlets, fly sheets, newspapers, etc.), occupational games and songs, audiovisual devices, occupational coloring books, occupational songs, occupational mockups, and occupational games,

as well as other materials were developed and refined for use in the project. The project purchased on the open market a variety of materials which were utilized in the conduct of the project.

6. Parent Community Involvement. During this first year of the project's operation, parents and other persons from the community were utilized. Many parents, and other persons serving as resource persons, aided in field trips and provided occupational materials for the project. A directed effort was made to keep parents and the community-at-large informed about the objectives, activities, and progress of the project through different media.

   Presentations were made to the parent-teacher-student groups. Local television was used to further inform the public. Programs also were presented to civic and other organizations which increased citizen understanding of the project's operation.

   Community involvement activities for the second and third year differed somewhat from those which were utilized during the 1973-74 school year. During the second and third year of the project, the local community advisory committee assisted in providing the community with information concerning the career project, its aims, and objectives. The following news articles and photographs are samples of public relation activities which were conducted by the career staff in the Greenville Public Schools. (See Samples A - S.)

7. Budget. This career education project was designed so that all students grades 1-12 would be involved in the project and all costs incurred would be included in the budget. A review of the Exemplary Project Budget for 1973-74 revealed that a grand total of $179,358 was budgeted for the career project. Federal funds (Commissioner's Share and Part D) amounted to $136,495 or 76.1% of the total budget. State and local contributions amounted to 42,863 or 23.9% of the total budget.

   Per-pupil cost was obtained for the program by dividing the grand total of the budget by the number of students served. The grand total of the 1973-74 exemplary project budget was $179,358 and the number of pupils served was 9,954; thus the per-pupil cost was $18.02.

   A review of the budget for the 1974-75 school year revealed that a grand total of $184,853 was budgeted for the career project. Federal funds (Commissioner's Share and Part D) amounted to $139,127 or 75.26% of the total budget. State and local contributions amounted to $45,726 or 24.74% of the total budget. A total of 9,610 students were served; thus, the

per-pupil cost was $19.24. A total of $166,226 was budgeted for the 1975-76 school year. Of this amount, $115,908 or 70% was from the Commissioner's Share and $50,808 or 30% of the funds were obtained from the state and local level. A total of 9,660 students were served by the career project at a per-pupil cost of $17.20. Average per-pupil cost per year for operating the career project over a three-year period was $18.15.

SAMPLES A - S

SAMPLE A

G'ville schools

Education week program is held

The theme for the night was "Stay Involved: Support Your Schools."

And state Rep. Hainon Miller of Greenville urged parents to do so Tuesday.

During a program at T.L. Weston Tuesday night commemorating American Education Week, Miller told parents to point out the educational needs of their children or else those needs may not be met.

A member of the House Education Committee, Miller said that test results of Mississippi students, including those in Greenville, are lower than the national average. He called that fact "discouraging" and said that "I refuse to accept that our children in this community...are less intelligent" than others in the nation.

He told parents that, if they want such programs as public kindergarten and new special education programs, they must "stay involved directly" to get them.

"If you do not point out these needs and make known your wishes, they will probably not happen."

Miller was one of three speakers for the program at Weston. The others were Sgt. Martin Gray, a recruiter for the U.S. Army, and Richard Etheridge, a career education coordinator for Greenville's schools.

There was also a reading of poetry by Weston student Wanda Turner, daughter of Mr. and Mrs. B.F. Turner of 1615 E. College, and music was provided by Weston band and choral students.

Following the program, the audience of parents, students and teachers, which filled Weston's auditorium, emptied into the halls to view exhibits of student work from each department.

A committee, headed by Mrs. Leonia Dorsey, arranged the program.

Delta Democrat Times
October 30,1974

SAMPLE B

Special

UM journalism

University of Mississippi journalism students Susie Payne and Buster Wolfe, both of Greenville, were scheduled to speak to a journalism class and an English class at Greenville High School today. Miss Payne, a sophomore, and Wolfe, a junior, will discuss the Ole Miss Journalism Department with the classes. The two University students are staff members of the Ole Miss student newspaper, The Daily Mississippian.

Delta Democrat Times
February 14,1975

SAMPLE C

Justice seminar

Bass Junior High students (from left), Timmy Kwan of the corner of Nelson and Broadway, Gregory Davis of 319 N. Poplar, and Maurice Rankins of 1033 Caldwell Drive, question Washington County and Youth Court Judge Joe Wroten following a seminar at the courthouse. The ninth grade American government class, taught by Arvin Horn, learned about the youth court system during a field trip, coordinated by Bass career education teacher Mrs. Mary Rankins, and junior high coordinator for career education, Mrs. Sarah Robinson.

Staff photo by Dunda Drinkwater

Delta Democrat Times
Greenville

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SAMPLE D

Ella Darling Elementary School students tried their hand this week in making candles like colonial Americans. Picture at top: Mrs. Hurtice Howard, career education teacher, instructs Eldridge Brown of 601 S. Hinds on how to roll lumps out of his candle while Cindy Smith of 633 Century cools her candle in water. At right: third graders Joyce Butler (left) of 514 Maple and Deborah Davis of 526 S. Percy get tangled up when Joyce dips her string in the hot candle wax while Deborah cools her candle in water.

Delta Democrat-Times
Greenville

SAMPLE E

Staff photo by Ouida Drinkwater

Learning experience

Coleman student Troy Wayne Moore (center) of 659 E. McCorkle Circle gives his explanation of how wire is made into a barbecue grill to Lessie Jenkins (back to camera), career education teacher, and other eighth graders, Ricky Dobbins (left) of 808 W. Lynn Circle and Birda Mae Green (second from left) of 221 S. 8th St. while Gloria Jean Nelson of 229 Ohio St. views another portion of the Mid-States Wire exhibit. Part of the "Industrial Week" exhibits, when removed from the mall, were taken to Coleman Junior High for viewing this week by students.

Thursday, Oct. 23, 1975 Delta Democrat-Times Greenville, Mississippi

SAMPLE F

Need For Improvement In Education Cited

Citing the need for improvement in Mississippi's educational system, Dr. Charles Holliday told an audience of area career education personnel they were "in an area of great potential for good in the state."

Holliday, who won the Democratic nomination for state Superintendent of Education in the August primaries, addressed the quarterly conference of the six-county career education counselors Thursday night at the Sheraton Tex Plaza.

The two day meeting involves personnel from 13 schools systems in Lee, Itawmaba, Union, Pontotoc, Monroe and Chickasaw Counties.

The educators held a general session in the afternoon and then broke into smaller groups to discuss problems in the program and how to solve these problems.

Guests for the program included several counselors from the Greenville School System which state project director J.H. McMinn identified as a "model program." These counselors told the group how career education had been infused into the Greenville system as a "highly motivated, relevant part of the education process."

"Like many people in education I lack the knowledge as to the best ways to solve the problems in career education," Holliday told his audience, "but I have been involved in workshops, working with our local career education personnel in trying to make myself as knowledgable about these problems."

"The purpose of education is to prepare the student to be able to make choices for his future career," Holliday said. "A career is the sum total of an individuals work experience and career education is the sum total of educational experiences the student experienced to prepare for a career.

"Each year thousands of students leaveschool without the necessary tools to enter society. This costs the nation millions of dollars each year."

Daily Journal, Tupelo, MS
October 24, 1975

A colorful display illustrates the four phases of the career education process.

Successful program draws statewide recognition

Career education programs in the Greenville Public Schools have been labeled "model" by state education officials, a fact which Mr. Richard Etheridge, GHS coordinator, states with pride. Successful implementation of four-phase process on the elementary, junior high, and high school levels has been achieved through careful planning on the part of career education personnel. Mr. Etheridge has conducted workshops in other schools and school systems and has visited community civic groups relating what career education is and what it is doing in the Greenville Public Schools.

The Pica, Greenville, MS
February 3, 1976

SAMPLE G

PTAs call for career education

By OUIDA DRINKWATER
DD-T Staff Writer

The Greenville Council of Parent-Teacher Associations (PTA) is calling on the Mississippi Congress of Parents and Teachers to endorse career education in the public schools.

The Greenville PTA adopted a resolution urging the state group to actively support career education by "requesting the Mississippi Legislature to provide adequate funding . . . necessary for its implementation."

A spokesman at the Jackson office of the P-T Congress said the Greenville resolution will be considered this week during the annual convention in Jackson.

"The resolution will be presented to the approximate 300 delegates who will vote on it Thursday," the spokesman said.

Career education received the "enthusiastic" support of the Greenville PTA when the resolution was unanimously passed on April 5.

"Our city has tried career education and we thought we were the logical group to either condemn it or endorse it," said PTA Council president Bob Jones of 1259 Kirk Circle. "We think it is worthy of continuance."

The Greenville public schools have participated for the past three years in a pilot program on career education. The feder ally funded project was initiated through the Mississippi State Department of Education.

The PTA said "An effective educational program which truly addresses itself to the whole child must provide training and experience which will develop skills for every child."

The Council said "Career education purposes to help all students who want to work to acquire skills necessary for work . . . and to engage in work that is both satisfying to the individual and beneficial to society."

"The activity of 'work' represents a human right and fulfills a human need in all persons to produce, to accomplish and to achieve."

The PTA commended the State Department of Education "for its efforts to make career education a reality in this state." And it urged the state PTA group "to likewise support the concept of career education by requesting the Mississippi Legislature to provide adequate funding for staff, development and activities necessary for its funding."

Delta Democrat Times
Greenville

Need For Improvement In Education Cited

Citing the need for improvement in Mississippi's educational system, Dr. Charles Holliday told an audience of area career education personnel they were "in an area of great potential for good in the state."

Holliday, who won the Democratic nomination for state Superintendent of Education in the August primaries, addressed the quarterly conference of the six-county career education counselors Thursday night at the Sheraton Tex Plaza.

The two day meeting involves personnel from 13 schools systems in Lee, Itawmaba, Union, Pontotoc, Monroe and Chickasaw Counties.

The educators held a general session in the afternoon and then broke into smaller groups to discuss problems in the program and how to solve these problems.

Guests for the program included several counselors from the Greenville School System which state project director J.H. McMinn identified as a "model program." These counselors told the group how career education had been infused into the Greenville system as a "highly motivated, relevant part of the education process."

"Like many people in education I lack the knowledge as to the best ways to solve the problems in career education," Holliday told his audience, "but I have been involved in workshops, working with our local career education personnel in trying to make myself as knowledgable about these problems."

"The purpose of education is to prepare the student to be able to make choices for his future career," Holliday said. "A career is the sum total of an individuals work experience and career education is the sum total of educational experiences the student experienced to prepare for a career.

"Each year thousands of students leaveschool without the necessary tools to enter society. This costs the nation millions of dollars each year."

Commercial Appeal
Memphis

64e

SAMPLE H

Staff photo by Stan Burkes

Educational survey

Surveyor W.H. Guyer of 1749 W. Sudan explains the tools of his trade to 172 fourth graders at Lucy Webb Elementary School Thursday afternoon. Guyer presented a program on surveying as part of the Greenville Public School system's career education program.

Delta Democrat Times Newspaper

SAMPLE I

Staff photo by Dolan Dankwater

Fired up

Susie Trigg elementary students appear spell bound as they listen attentatively to fireman Melvin Chaney's explanation of different buttons and gadgets inside Fire Station No. 5's fire truck. The students (from left), William Brown, Kimberla Allen and Daren GilChrist, are part of Mrs. Charlotte Dye's fourth grade class at Trigg. They visited the fire station on a field trip last week under the sponsorship of the Career Education program.

Counselor selected

A Coleman Junior High counselor has been selected to serve as a panelist at a career education conference in Ohio.

Lafayette Townes of 221 N. Florida, Greenville, was one of three Mississippians selected as a panelist at the U.S. Office of Education-sponsored career education mini-conference for minority groups.

The conference will be held at Ohio State University, Nov. 20-21.

Townes was nominated for the panel by Mrs. Sarah Robinson, career exploration coordinator for the Greenville career education program.

Delta Democrat Times Newspaper

SAMPLE J

Staff photos by Ouida Drinkwater

Coleman Junior High students Phyllis Pollard (left) of 2912 Oktibbeha and Lanetta Coleman of 1023 Duncan learn how to knit with instructions from Mrs. Juanita Gray, sponsor of the school's Knitting and Macrame Club.

delta diary

Mrs. James M. Kurts, Greenville public school elementary career education coordinator, spoke on the career education program in the public school system at the Pilot Club meeting recently.

Mrs. Kurts, introduced by Mrs. W. R. Price, said the course really begins in first grade and continues through twelfth grade. Through the program, according to the speaker, a child receives guidance not only in the field of a paying job, but also leisure time by exposing the child to as much real life as possible.

Coordinators of the program furnish teaching aids including slides, movies, resource speakers and often accompany the students on field trips.

Mrs. Larry Hyam, president, presided at the meeting which was held at Morrison's Cafeteria.

Fourteen members attended and Mrs. Gid Terry was a guest.

SAMPLE K

Delta Democrat Times

SAMPLE L

Want to be a naturalist?

Leroy Percy State Park naturalist James Wingo (above) of Greenville discussed Friday the various jobs available in state parks, as well as answered questions from Weston 10th graders on wildlife contained in the Mid-Delta park. Wingo spoke to Mrs. Bernice White's biology classes as part of the public school's career education program.

[illegible] photos by [illegible]

Delta Democrat Times
April 3, 1976

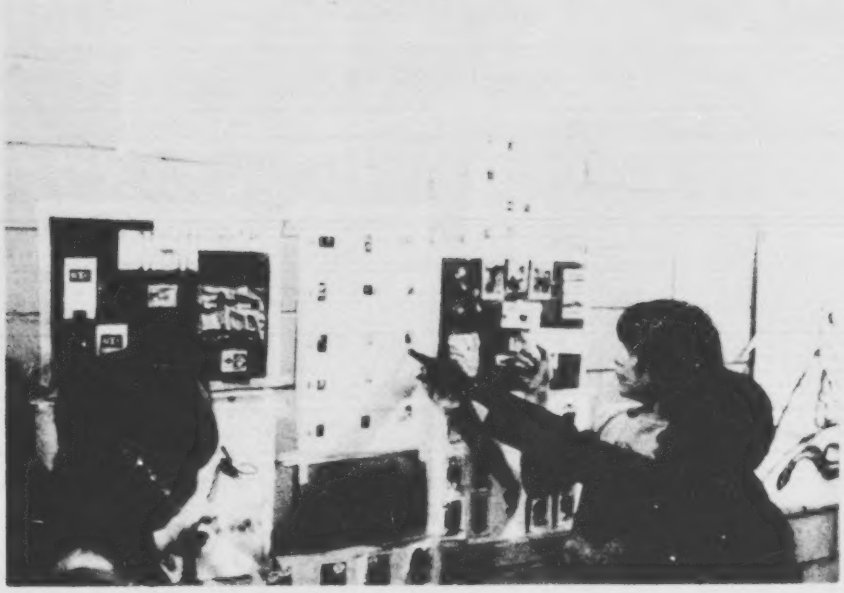
SAMPLE M

Third-grade students from Ella Darling Elementary School watch postal workers sort the mail and handle "change-of-address" claims.

SAMPLE N

Fiftn graders from Fulwiler Elementary School under the direction of their teacher, Mrs. Burnley, are involved in safety regulations and technique demonstration. Personnel from County Ambulance Service served as resource persons.

SAMPLE O



Third-grade students from Fulwiler Elementary School discussed leisure-time activities and displayed hobby collection with their teacher, Mrs. F. Turner.

Buying and selling led to the building of a shopping center from boxes and cartons, construction paper, etc. by third-grade students from Fulwiler Elementary School under the direction of their teacher, Mrs. F. Turner.

SAMPLE P

Industrial Display - Coleman Jr. High

First-grade students from Fulwiler Elementary School under the direction of their teacher, Mrs. M. Bell, study weather and the workers involved.

SAMPLE Q

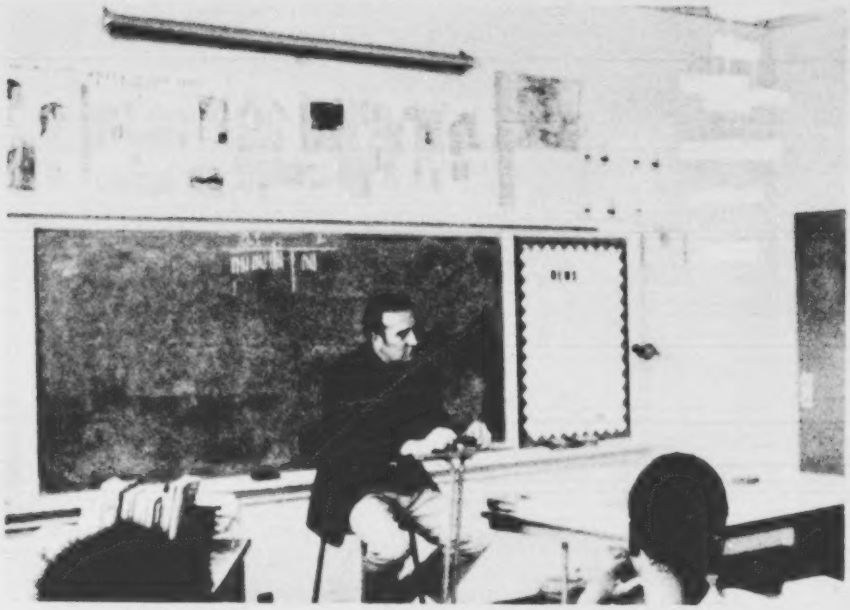
Coleman Jr. High field trip to McDonalds. [Students actually preparing Big Macs.]

SAMPLE R

Soloman Jr. High–Tour of School Cafeteria.

Vlasic Pickle Company display
Coleman Jr. High

SAMPLE S



Local resorce persons informed high school students of careers in newspaper publication and home economics.

III. EVALUATION ANALYSIS

The evaluation section of the final report for "An Urban Career Education Project in the Mississippi Delta" was centered around the educational goal and general objectives of the project. Each general objective was thoroughly investigated by members of the third-party evaluation team and the findings are contained herein.

Included in this evaluation were data obtained from the following sources:

1. Analysis of records and reports.
2. Analysis of instructional materials and methods.
3. Analysis of program operations.
4. Analysis of equipment, supplies, purchases, etc.
5. Interviews with teachers, students and administrators.
6. Review of scrapbooks containing public relation efforts.
7. Analysis of in-service education activities.
8. Interviews with State Department of Education personnel, consultants, parents and others who were directly and indirectly connected with the career program.

Utilizing the objectives agreed upon for this project, the resulting evaluation efforts were centered upon the program's educational goal as a standard by which the outcomes of the project were assessed.

PROGRAM GOAL -- TO PRODUCE A PRODUCT (STUDENTS) WITH SUFFICIENT OCCUPATIONAL AWARENESS AND EXPLORATORY EXPERIENCES TO MAKE SOUND CAREER DECISIONS: TO MAKE CAREER PREPARATIONS IN ACCORDANCE WITH THESE DECISIONS: AND TO ENTER AND ADVANCE IN CHOSEN CAREERS. IN ORDER TO ACCOMPLISH THIS PRIMARY GOAL, THE ULTIMATE OBJECTIVE OF THE PROJECT WILL BE TO ESTABLISH COMPREHENSIVE CAREER-CENTERED ACTIVITIES FOR GRADES ONE THROUGH TWELVE IN THE GREENVILLE SEPARATE SCHOOL DISTRICT.

Objective 1: <u>To establish an administrative structure for the effective implementation and operation of the career-centered program.</u> The administrative structure for the effective implementation and operation of the career-centered program in 1974-75 differed somewhat from the administrative structure as outlined in the 1973-74 final report. In 1973-74 the Career Project Director and his staff operated under the supervision of the local vocational director, whereas in 1974-75 the Career Project Director and his staff operated

through the Superintendent of Schools' office. (See Figure 1.)

At the close of the 1973-74 school year, the project director resigned and was replaced by the preparation coordinator. The 1974-75 project director had eight years of classroom teaching experience and a Master of Education Degree in School Administration. The preparation coordinator's position, which was vacated by the current project director, was filled from within the ranks of high school teachers in the Greenville Municipal Separate School District. The new preparation coordinator had five years of teaching experience and had earned a Master of Arts Degree in English.

Personal interviews with classroom teachers, the career staff, and local school principals by third-party evaluators revealed that an effective line of communication existed between the career office and the Superintendent of Schools. It was also determined that various requests made by the career staff to the Superintendent of Schools were generally fulfilled promptly.

Objective 2: To develop an understanding of and support for the career-centered project from individuals and groups from within the school system and community-at-large. Teacher support for the career project was assessed by a Career Attitudinal Survey instrument developed by the Research and Curriculum Unit at Mississippi State University. This instrument was field-tested on approximately 1,000 classroom teachers over a two-year period. The instrument has an alpha reliability level of .91 and is composed of 45 items with responses being recorded on a Likert-type scale. Third-party evaluators attempted to measure the attitudes of teachers involved in the career project (experimental group) as compared to the attitudes of teachers not involved in career education (control group). A Post-Test Control Group Only design was utilized during the 1973-74 and 1974-75 school years. Data for the establishment of norms were gathered by random stratified sampling of teachers in the State of Mississippi who had not participated in a career project. Table Ve is a comparison of total teacher support for the career education program during the 1973-74 and 1974-75 school years while Tables VIe, VIIe, and VIIIe depict teacher support at the elementary, junior high, and high school levels. From the data presented in Tables Ve, VIe, VIIe, and VIIIe, it was evident that classroom teachers in the Greenville Public Schools accepted the career concept to a greater degree than did teachers in the control group. Since the Career

TABLE Ve

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitude Towards the Career Concept. (1973-74 and 1974-75)

Item	Control Norms	Least Squares Means 1973-74 Experimental	1974-75 Experimental
1. Choosing a career is one of the most important decisions a person makes during his lifetime.	4.37	4.83	4.90
2. Career development is a continuous process throughout the lifetime of an individual.	4.29	4.47	4.52
3. If the school curriculum were career-oriented it would be relevant to more students.	4.11	4.18	4.25
4. A major purpose of education should be to help students develop sound career objectives.	4.20	4.43	4.45
5. Emphasis on jobs and work in the classroom may lead to a better quality educational program in our schools.	4.07	4.07	4.15
6. Instruction related to careers is more appropriate for males than for females.	4.34	4.14	4.13
7. Community residents are eager to visit the schools and discuss their jobs with students.	3.28	3.43	3.60

8.	Local resource persons would make career related learning experiences more meaningful to the students.	4.07	4.25	4.37
9.	The school curriculum should deal less with abstract ideas and more with people-oriented problems.	3.92	3.81	4.00
10.	Developing a positive attitude in students in reference to work should be a major concern of the schools.	4.15	4.07	4.51
11.	School dropouts may be reduced through the introduction of career-related materials in the classroom.	4.11	3.90	4.09
12.	Learning experiences relating to careers are for those students who can succeed in an academic program as well as for those students who can succeed in a vocational program.	4.10	4.16	4.06
13.	Relating a student's learning experiences to the world-of-work should increase his motivation.	4.08	4.22	4.25
14.	Career-related activities should be integrated into the regular school curriculum.	4.08	3.60	4.38
15.	At present, students have sufficient orientation pertaining to the world-of-work to make sound career choices.	4.15	4.31	3.46

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree.
(N = 200)

TABLE VIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Towards Career Education at the Elementary Level. (1973-74 and 1974-75)

Item	Control Norms	Least Squares Means 1973-74 Experimental	1974-75 Experimental
1. In the elementary grades (1-6) children should be made aware of the various occupations within our society.	3.86	4.25	4.34
2. The elementary school curriculum should be concerned with helping each student develop a positive self-image.	4.54	4.53	4.62
3. The elementary school curriculum should enhance the social skills of the students.	4.00	4.26	4.31
4. At the elementary level, career-related instruction should utilize jobs of the family, community, state, nation, and the world.	3.75	4.11	4.12
5. Knowledge of various careers can be enhanced through occupational role-playing by the students.	3.79	4.11	4.29
6. Elementary schools should have workmen representing various levels of occupations visit the school and explain to the students their jobs and contributions to society.	4.14	4.13	4.26
7. Elementary schools would be improved if the curriculum were centered around the world-of-work.	3.89	3.14	3.29

8.	Good attitudes toward work can be developed more readily in elementary students.	4.11	3.87	3.96
9.	Career-related activities are excellent for developing individual capabilities of young students.	4.18	3.98	4.07
10.	Elementary school (grades 1-6) is the proper time for a student to start thinking about the world-of-work.	3.89	4.00	4.15

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).
(N = 200)

TABLE VIIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Toward Career Education at Junior High Level.

Item	Least Squares Means Control Norms	1973-74 Experimental	1974-75 Experimental
1. During the junior high school years, children should be allowed to explore their various occupational interests.	3.96	4.18	4.26
2. Career activities should be the starting point for instruction in school.	3.50	3.09	3.11
3. The major purpose of career exploration is to assist young people in evaluating their individual interests and ability.	4.04	4.09	4.13
4. The transfer of learning from the abstract to the practical is enhanced through career exploration.	3.86	3.95	4.08
5. A major source of career information should be the classroom teacher.	3.61	3.48	3.75
6. Students should be familiar with the present economic system and its implications within the world-of-work.	4.00	4.10	4.22
7. Simple job activities or procedures (Hands-on experiences) are essential to career learning experiences.	3.93	3.93	4.06
8. Learning experiences for each student should be related to his or her career plans.	4.04	3.98	3.99

9. Once a student makes a realistic career decision, he should be encouraged to pursue it.	4.04	3.60	3.73
10. Both academically and vocationally oriented students should begin preparation for their careers in high school.	4.29	3.98	4.10

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree.
(N = 200)

TABLE VIIIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitude Towards Career Education at the High School Level.

Item	Control Norms	Least Squares Means 1973-74 Experimental	1974-75 Experimental
1. Supervised work experience should be an integral part of a school curriculum.	4.04	3.93	3.95
2. Students who excel in social studies should be informed of jobs that are related to this field.	4.04	3.93	4.04
3. The relationship of mathematics to various occupations should be taught in all mathematics courses.	4.36	4.06	4.24
4. Interest in an English class could be stimulated by visits of a newspaper editor.	4.18	4.02	4.18
5. Courses such as physical education and music will be more effective if career-related activities are fused into them.	3.71	3.64	3.98
6. Upon graduation, few high school students have made definite career choices.	3.89	3.83	3.79
7. A center with materials providing detailed career information should be available for all students.	4.43	4.36	4.54
8. A placement system should be an integral part of any school program.	3.96	3.96	4.08

9.	Follow-up studies of former students should be performed on an annual basis.	3.86	3.97	4.08
10.	A person does not need a college degree to become a success in life.	4.32	4.44	4.46

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree.
(N = 200)

Attitudinal Survey instrument had been administered to classroom teachers for two consecutive years and had yielded high positive results, third-party evaluators selected an alternate instrument for the 1975-76 school year in an attempt to avoid a regressive effect. This task was accomplished by administering the Teacher Opinion Survey to classroom teachers who had participated in the Career Project. (See Table IXe.) Approximately 200 classroom teachers were surveyed and all responses were generally positive except for item No. 23.

Results of the Parent Opinion Survey were very positive. In one instance some 97% of approximately 100 parents returning the survey instrument stated that the career education project should be continued. (See Table Xe.) Approximately 90% of parents responding to the survey also indicated that "my child has discussed my occupation with me."

Business and industrial surveys were not conducted for the 1973-74 or 1974-75 school years; however, during the 1975-76 school year some 50 business and industrial firms responded to a survey which was performed by the career staff. In general, the summary of results reported by the business and industrial survey was positive. (See Table XIe.)

Objective 3: To provide appropriate career awareness and guidance experiences for students at the elementary level. Career awareness was a concept implemented into the elementary level (grades 1-6) with the intention of broadening each child's awareness of the world-of-work. All students participated in the career project, thus all students were given an opportunity to increase their self-awareness and career awareness through a variety of career-related activities which were incorporated into the regular classroom routine.

Student data were not gathered for the 1973-74 school year due to the lack of suitable instrumentation for all grade levels; however, student data concerning attitudes toward the world-of-work and knowledge of careers were gathered for the 1974-75 and 1975-76 school years. In general, elementary students who participated in the career project (experimental groups) demonstrated more positive attitudes toward the world-of-work than did the control group of students which had not participated in a career project. (See Table XIIe.)

TABLE IXe

Summary of Results of Teachers
Responding to the Teacher Opinion Survey*
(1975-76)

(N = 202)

Item	Question	Percentage				
		YES	yes	?	no	NO
1.	The purposes of Career Education were clear to me by the beginning of this school year.	70	25	1	4	1
2.	The purposes of Career Education appeared to be clear to most of the students.	18	60	15	6	1
3.	The major purposes set forth for Career Education were adequately met during the school year.	31	46	16	5	2
4.	The time we had allotted was sufficient to accomplish the purposes set forth for Career Education.	30	47	13	8	3
5.	Students gained first-hand knowledge of the world-of-work (field trips, resource pelple, etc.).	30	44	13	10	4
6.	Students were exposed to adequate hands-on experience.	17	44	24	10	5
7.	Students explored their capabilities in various areas under a variety of situations pertaining to the world-of-work.	18	52	14	12	4
8.	Students learned to self-appraise their emerging potentials.	11	50	27	10	2
9.	Equipment was adequate to accomplish the objectives of the Program.	39	42	14	5	1
10.	Adequate materials and supplies were made available for the Program.	47	38	12	3	1
11.	Career Education of this type should be made available to every student.	68	27	4	0	2

Item	Question	Percentage				
		YES	yes	?	no	NO
12.	Students became aware of the factors that contributed to success in an occupation.	46	47	6	1	1
13.	More well-rounded.	24	53	14	8	2
14.	More motivated and interested.	35	46	12	5	1
15.	More skilled in planning their careers.	19	52	22	6	1
16.	More able to use their own initiative.	14	56	19	10	1
17.	More self confident.	17	55	20	7	1
18.	More able to see that knowledge is relevant to job success.	36	53	8	3	1
19.	More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part.	21	51	20	6	1
20.	Other teachers in this school have a favorable attitude toward Career Education.	32	44	18	6	1
21.	Helping students to appraise their abilities, interests and potentials is an important part of Career Education.	67	31	1	1	0
22.	Instruction in Career Education is relevant to the needs of students at this level.	44	48	4	3	1
23.	Resource speakers obtained through the Career Education Project have appeared in my class during the current school year.	31	17	5	32	16
24.	Selecting appropriate instructional materials.	66	27	2	3	3
25.	Coordinating planning activities among teachers.	56	32	4	5	3
26.	Helping me to better understand my mission.	51	38	4	5	3

YES: I strongly agree with the statement.
yes: I agree with the statement in general.
? : I am not sure
no: I disagree with the statement.
NO: I strongly disagree with the statement.

*Instrument developed by LeVene A. Olson, Marshall University.

TABLE Xe

Summary of Results of Parents
Responding to the Parent Opinion Survey*

Item	Question	Percentage	
		Yes	No
1.	My child talks about career education at home.	75	25
2.	My child has discussed my occupation with me.	90	10
3.	My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community.	53	47
4.	My child's attitude toward school has improved.	78	22
5.	My child is more enthusiastic about going to school.	72	28
6.	My child is more enthusiastic about the study of math, reading, science, etc.	70	30
7.	Does your child relate school activities to activities and occupations in the community.	60	40
8.	Does your child attempt to relate career education activities to his interests, abilities, and desires.	74	26
9.	Has career education been what you expected?	95	5
10.	Is career education worthwhile?	75	25
11.	Should career education be continued?	97	3
12.	Have your child's grades improved in the last year?	69	31

Yes: I agree with the statement.

No: I disagree with the statement.

*Instrument developed by LeVene A. Olson, Marshall University.

TABLE XIe

Summary of Results of Interview
with Business and Industrial Personnel*
(1975-76)

Item	Question	Percentage				
		YES	yes	?	no	NO
1.	Are you familiar with career education?	54	44	2	0	0
2.	Have you been contacted by personnel from the Project?	71	14	0	12	4
3.	Do you feel that career education should be provided by the schools in Washington County?	86	14	0	0	0
4.	Are students more interested in and aware of occupations of people in the community?	25	39	35	0	2
5.	Is business and industry more involved in school activities because of career education?	23	46	27	2	2
6.	Do students seem to be more interested in school since career education was started?	12	20	69	0	0
7.	Is the general attitude toward career education favorable?	33	52	15	0	0
8.	Should career education be continued?	82	18	0	0	0
9.	Would you like to be involved with students in career education activities?	56	37	6	1	0
10.	Have students visited your place of business as a part of their career education activities during the current school year?	31	14	8	31	17

YES: I strongly agree with the statement.
yes: I agree with the statement in general.
? : I am not sure.
no: I disagree with the statement.
NO: I strongly disagree with the statement.

*Instrument developed by LeVene A. Olson, Marshall University.

TABLE XIIe

Attitudes of Elementary Students Concerning the World-of-Work for 1975 and 1976.

Item	Control Norms	Least Squares Means 1975 Experimental	1976 Experimental
1. A person should think about what he likes to do and does not like to do before he chooses a job or career.	2.66	2.82	2.88
2. A job or career is something a person does every day to earn a living.	2.36	2.76	2.81
3. A person should think about what he wants to be when he is young.	2.41	2.69	2.89
4. The kind of work a person does can cause him to live in a certain place.	2.21	2.56	2.70
5. A person should try to know and understand himself before he tries to choose a job or career.	2.51	2.85	2.76
6. Some people work better with their hands, while other people are better at working with their minds or brain.	2.54	2.68	2.77
7. It is better to be a doctor than a carpenter, garbage man, or factory worker.	1.97	1.94	1.83
8. A person's habits could keep him from doing well on a job.	2.23	2.72	2.66
9. The community is made up of all different kinds of workers, and each kind of worker is important.	2.61	2.97	2.89

10.	What a person learns in school will help him in the job or career he chooses.	2.79	2.98	2.95
11.	Different kinds of jobs can make people wear different kinds of clothes.	2.41	2.82	2.90
12.	To get a good job a person must finish college.	2.56	2.66	2.39
13.	Some people are not smart, and we should not waste time trying to teach them.	1.74	1.22	1.44
14.	I don't need help from others because I can do everything for myself.	1.33	1.08	1.12
15.	My town, community, and home don't need me because I am not important.	1.28	1.14	1.22
16.	What I do isn't really important because what I do does not affect anyone else.	1.72	1.36	1.30
17.	I am too young to think about what I want to be when I grow up.	1.92	1.32	1.52
18.	There is nothing I can do to help make my home and community a better place to live.	1.79	1.17	1.26
19.	The jobs or chores I do around home are important to my family and to me.	2.69	2.99	2.95
20.	Honest work helps all of us.	2.59	2.95	2.87
21.	Studying about people and how they are alike is fun.	2.30	2.84	2.84
22.	Good listening and talking are important in all kinds of work.	2.74	2.82	2.83

23. A person's anger does not affect other people around him.	1.61	1.44	1.39
24. A person who acts mad or grumpy all the time will not make a good friend.	2.38	2.64	2.74
25. The kind of work a person does is not as important as the person himself.	1.98	1.98	2.14

3.0 agree, 2.0 undecided, 1.0 disagree

Students' knowledge of careers scores for the experimental groups during the 1974-75 and 1975-76 school years indicated that the experimental groups of elementary students selected the correct answer to the statements more often than did students in the control group. (See Table XIIIe.) Since elementary students in the experimental groups responded with more of the sought-after scores concerning attitudes toward careers and with more correct answers concerning knowledge of careers, third-party evaluators felt that the career staff had done an adequate job in providing appropriate career awareness and guidance experiences for students at the elementary levels.

Objective 4: To provide appropriate career exploration and guidance experiences for students at the junior high levels. Data were gathered at the junior high level concerning students' attitudes toward careers and knowledge of careers. Student attitude responses were recorded on a three-point scale in which a score of 3 = agreement, 2 = undecided, and 1 = disagreement. For reporting purposes student mean scores for the experimental groups for the 1974-75 and 1975-76 school years were compared to means obtained for the control norm.

Data which are depicted in Table XIVe indicated that the experimental groups of students consistently responded with the more sought-after attitudinal replies during the 1974-75 and 1975-76 school years than did the control group. (See Table XIVe.)

Third-party evaluators compared the percentage of correct responses for the experimental groups of junior high students to the percentage of correct responses of a control group of junior high students in assessing students' knowledge of careers. It was noted that the experimental groups had responded with more correct answers for the 1974-75 and 1975-76 school years than did the control group. It was also evident from the data that the experimental group of students for the 1975-76 school year regressed slightly from the level of performance demonstrated by the experimental group for the 1974-75 school year. (See Table XVe.) In general, third-party evaluators noted that while some regression concerning knowledge of careers was demonstrated by the experimental group during the 1975-76 school year, scores for this group were still generally higher than those for the control group; thus, it appeared that the career staff had provided appropriate career exploratory and guidance experiences for students at the junior high level.

TABLE XIIIe

Comparison of Responses Concerning Elementary Students' Knowledge of Careers in Experimental and Control Groups for 1975 and 1976.

Item	Control Norms	% of Correct Responses 1975 Experimental	1976 Experimental
1. I am a person who fixes light swithces and helps make the lights burn in your house. ans: an electrician	91.8	100.0	97.8
2. I am a person who sells gasoline for your car and sometimes may fix a flat tire. ans: a service station worker	91.8	100.0	94.6
3. I am a person who tries to get children to learn things that might help them get a job as they get older. ans: a teacher	90.2	99.0	98.9
4. I am a person who plows the soil and produces food and other products for people. ans: a farmer	86.9	95.8	93.5
5. I am a person who builds things like houses, cabinets, book-shelves and other things. ans: a carpenter.	73.8	96.9	90.3
6. I am a person who works in an office, and I type letters and answer the telephone. ans: a secretary	91.8	97.9	97.8
7. I am a person who makes sure your teeth are clean and healthy. ans: a dentist.	91.8	97.9	94.6
8. I am a person who helps mom by washing and fixing her hair. ans: a beautician	54.1	95.8	92.5

9.	I am a person who knows how to build things like a dam, a road, or a building. ans: an engineer	24.6	44.8	55.9
10.	I am a person who keeps people from breaking the law. ans: a policeman	88.5	95.8	96.8
11.	I am a person who fixes cars and other machines that do no work. ans: a mechanic	68.9	82.3	87.1
12.	I am a person who works in the hospital or doctor's office taking temperatures and giving shots. ans: a nurse	86.9	91.7	91.4
13.	I am a person who manages the store where your mother buys food and other products. ans: a groceryman	68.9	78.1	73.1
14.	I am a person who fixes things in the house (washing machine, T.V., etc.) when they tear up. ans: a repairman	42.6	84.4	90.3
15.	I am a person who takes the doctor's directions and fills the bottles with pills and sells them to you. ans: a pharmacist	27.9	56.3	64.5
16.	I am a person who tries to make all kinds of sick animals well. ans: a veterinarian	59.0	83.3	87.1
17.	I am a person who helps people with money matters like loans, checking accounts, protects your money, etc. ans: a banker	85.2	93.8	95.7
18.	I am a person who works in a store and helps people find what they want to buy. ans: a sales person	59.0	84.4	78.5

19.	I am a person who predicts whether it will be sunny or rainy tomorrow. ans: a weatherman	91.8	95.8	95.7
20.	My job is talking on radio and T.V. ans: an announcer	72.1	85.4	86.0
21.	I am a person who picks up and delivers letters and packages to people. ans: a postman	90.2	95.8	92.5
22.	I am a person who takes different kinds of metal and makes things like gears. ans: a machinist	49.2	63.5	61.3
23.	I am a person who helps people who have different kinds of problems, and I defend them in court. ans: a lawyer	80.3	91.7	93.5
24.	I am a person who gathers facts and writes the stories in the newspaper. ans: a reporter	77.0	89.6	84.9
25.	I am a person who cooks food for other people. ans: a chef or baker	82.0	93.8	95.7

TABLE XIVe

Attitudes of Junior High Students Concerning the World-of-Work for 1975 and 1976

Item	Control Norms	Least Squares Means 1975 Experimental	1976 Experimental
1. When a student reaches junior high age, he should have some idea about what he would like to do to earn a living.	2.71	2.98	3.00
2. It is easy for students to relate school subjects with jobs or occupations.	1.98	2.24	2.66
3. School allows students to learn about jobs and occupations while studying other things (English, math, etc.) that will help them in life.	2.83	2.84	2.82
4. A person should choose the same job or occupation held by someone else in the family.	1.26	1.03	1.01
5. The more education a person has the more money he will be able to make.	2.58	2.14	1.83
6. School would be more interesting if people from different jobs (pharmacist, electrician, etc.) would come to class and tell what they do and the type training they needed.	2.58	2.87	2.86
7. It would be easier for a person to choose the job or occupation he liked if he had a chance to work in that job before he completed school.	2.44	2.59	2.62
8. In order to be a success in life a person must finish college.	2.26	1.50	1.40

9.	Subjects like industrial arts, home economics, vo-ag (vocational subjects) are for students who are not smart enough or do not want to go to college.	1.61	1.20	1.20
10.	The habits a person has will not hinder him from getting or keeping a job.	1.88	1.47	1.82
11.	A person's personality should be considered when applying for a job because the way a person acts does affect other people.	2.53	2.99	2.88
12.	Some jobs or occupations help decide where a person will live.	1.91	2.32	2.56
13.	The grades or past record of a person should be considered when he applies for a job.	2.79	2.84	2.72
14.	A person's likes and dislikes should be considered even before money when choosing a job or occupation.	2.15	2.50	2.56
15.	Training for a job or occupation is more important today than it was ten (10) years ago.	2.41	2.71	2.46
16.	The earlier a person finds out what he wants to be the more likely he is to succeed.	2.62	2.52	2.57
17.	Being a doctor or lawyer is more important than being a carpenter or bricklayer.	2.41	1.65	1.59
18.	Reading materials which explain different jobs and careers make it easier to narrow the list of jobs a person might like to do.	2.68	2.96	2.88
19.	Class visits to different businesses and industries help a person understand the job and the training needed for each worker.	2.67	3.00	2.88

20.	Class visits to business and industry will help a person relate school subjects to jobs and occupations.	2.36	2.66	2.92
21.	A person must work in order to provide things necessary for his way of life.	2.76	2.54	2.60
22.	A job requires a person to be responsible and also involves a day's work for a day's pay.	2.76	2.80	2.56
23.	Relating school subjects (math, English, etc.) to jobs and careers would make school more interesting.	2.59	2.68	2.76
24.	Teachers and counselors provide students with materials which will help them decide what they want to do.	2.39	2.93	2.51
25.	The subjects a person takes in school should relate to what he wants to do after he finishes school.	2.67	2.54	2.42

3.0 agree, 2.0 undecided, 1.0 disagree

TABLE XVe

Comparison of Responses Concerning Junior High Students' Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses Control Norms	1975 Experimental	1976 Experimental
1. An example of a job or career in which a person would need to learn a lot of science is _____. (a chemist)	95.5	100.0	100
2. A person who is good at working with his hands might be a good _____. (bricklayer)	95.5	100.0	87.0
3. An example of a job or career in which a person would need to learn a lot of math is _____. (engineering)	66.7	90.2	48.2
4. A worker who has developed a specific talent is generally called _____. (skilled)	13.6	41.3	30.9
5. The ability to listen and talk would be needed in a job such as _____. (a teacher, a receptionist, and a secretary)	62.1	87.0	71.8
6. An example of a career or career field in which a person would need to learn a lot of English is _____. (journalism)	27.3	88.0	77.3
7. The job or career a person chooses may determine _____. (where a person lives, the kind of clothes he wears and the amount of money a person makes)	53.0	73.9	68.2
8. In order to get almost any job today, a person must have _____. (completed high school)	27.3	60.9	48.2

9.	A Bachelor of Science or college degree would probably be required of _____. (an electrical engineer)	22.7	63.0	43.6
10.	Of the following examples of jobs or occupations, the one that would require a person to learn a lot about social studies is ____. (a politician)	27.3	7.6	13.6
11.	Of the following examples of jobs or occupations the one most likely to earn a commission would be ____. (a salesman)	18.2	72.8	42.7
12.	Of the following examples of jobs or occupations, the one which requires a person to work with his hands <u>most</u> is _____. (a carpenter)	84.8	95.7	96.4
13.	Of the following examples of jobs or occupations, the one which is considered to be on the managerial level would be _____. (a bank president)	48.5	89.1	74.6
14.	Vocational training is generally associated with _____. (skill development)	15.2	65.2	41.8
15.	A college degree is most often associated with _____. (professional work)	48.5	56.5	51.8
16.	A person who wants to be a disc jockey would need a good background in ____. (English)	22.7	56.5	45.45
17.	Of the following examples, the one which would require the most accurate spelling is _____. (a secretary)	90.9	96.7	93.6
18.	A person's career is _____ (the way or means he chooses to make a living)	60.6	93.5	83.6

19.	When a person is trying to choose a career he should consider _____. (the training or education required, the expected salary and his own abilities and interests)	56.1	69.6	68.2
20.	Of the following examples of jobs or occupations, the one which requires the most education is _____. (a veterinarian)	47.0	67.4	53.6
21.	Cosmetologists are sometimes called ____. (beauticians)	27.3	89.1	68.2
22.	A dietitian is responsible for _____. (planning menus)	31.8	87.0	79.1
23.	A data processing machine operator works with a ____. (computer)	57.6	93.5	64.6
24.	An apprentice is _____. (a paid worker in training)	18.2	23.9	18.2
25.	Of the following examples of jobs or occupations, the one which requires a person to have a health certificate is _____. (chef)	21.2	66.3	60.9

Objective 5: To provide a variety of occupational preparational programs at the secondary level. It was apparent from activities described for the 1973-74 through the 1975-76 school year that the career staff had implemented a variety of occupational preparation programs for students in grades 10, 11, and 12. An attempt was made by third-party evaluators and the career staff to determine whether or not such activities had improved students' attitudes toward careers and students' knowledge of careers. In assessing student's attitudes toward careers, the percent of correct responses for the experimental groups in 1974-75 were compared to the percent of correct responses for a control group. (See Table XVIe.) From an analysis of the data, it was evident that students in the experimental groups for 1974-75 and 1975-76 had responded with more of the sought-after answers than did students in the control group. It was also evident that the 1975-76 experimental group responded with more of the sought-after answers than did students in the 1974-75 experimental group.

These same high school students (experimental groups) also demonstrated a greater knowledge of careers for 1974-75 and 1975-76 than did students in the control group. (See Table XVIIe.) It was also of interest to third-party evaluators that the 1975-76 experimental group responded with a higher percent of correct responses than did the control group or the 1974-75 experimental group. Therefore, third-party evaluators concurred that the occupational preparation programs, as offered by the career staff, had improved students' attitudes toward careers and students' knowledge of careers at the secondary level.

Objective 6: To provide an intensive program of guidance - counseling - educational placement - job placement and follow-up for secondary students completing or dropping out of the school system. An intensive program of guidance and counseling was evident from the 1973-74 through the 1975-76 school year. All counselors worked in close relationship with classroom teachers, administrators, parents, and the Mental Health Unit. Students with emotional, health, and other learning problems were referred through well-established channels to the proper service organizations.

An intensive testing program was in operation at various grade levels throughout the school system. Such areas as students' aptitudes, achievement, intelligence, and personality were studied. Some effort was made to group students according to their ability levels; however, when practical, classes were scheduled which consisted of

TABLE XVIe

Attitudes of High School Students Concerning the World-of-Work

Item	Least Squares Means Control Norms	1975 Experimental	1976 Experimental
1. It would be helpful to a person in choosing a career if people who were on a job would come to school and explain what they do and the training required for the job.	4.55	4.64	4.74
2. In order to be successful today a person must have a college education.	3.55	2.98	2.99
3. School learning experiences or subjects should be related to students' interests.	3.88	4.07	4.27
4. It would be helpful to a person in choosing the right job if he could work on the job before he completed his education or training.	3.93	4.09	4.34
5. Relating school subjects to the world-of-work or jobs would make school more interesting.	3.73	3.78	3.99
6. School and school-related activities are closely associated with the world-of-work and careers.	3.75	3.26	3.56
7. School and school-related activities have informed students about today's work world.	4.03	3.72	3.73
8. School learning activities and/or class activities help students understand the barriers between themselves and the world-of-work.	3.75	3.63	3.60

9.	Guidance activities are helpful in identifying a student's interests and abilities.	3.93	4.15	4.21
10.	Visiting different businesses and industries helps a student understand what he should study in school.	4.05	3.88	4.19
11.	Different career activities mixed with the usual school subjects would make these subjects easier to learn.	3.58	3.56	3.71
12.	All subjects in high school should have activities that closely relate to the world-of-work.	3.92	4.10	3.98
13.	One of the main services of a high school should be to help each student find what he wants to do the rest of his life.	4.18	4.14	4.34
14.	There should be a special high school course that deals with available careers and the world-of-work.	4. 28	4.51	4.47
15.	Communications are important in securing and keeping a job.	4.35	4.39	4.36
16.	Most high school graduates have specific goals for their future in mind at graduation.	4.10	3.55	3.22
17.	A person's personality should be considered when he chooses an occupation or career.	4.23	4.30	4.47
18.	Developing a useful skill should be the highest consideration in one's future.	3.87	4.14	4.20
19.	A person's attitude will not affect his ability to keep and advance in a job.	2.18	1.65	1.29

20.	Professional ethics (loyalty, honesty, etc.) are not necessary in today's work world.	1.90	1.86	1.69
21.	High school instruction prepares one for a career even if he does not want to continue his education beyond high school.	3.63	3.51	3.67
22.	Vocational education and skill training are only for those people who cannot make it to college.	2.23	1.86	1.67
23.	Choosing a career is made easier by having the counselor help find and cultivate interests and talents.	3.65	4.12	4.16
24.	The most important thing to consider when choosing a job is salary.	3.08	3.32	2.63
25.	The jobs or careers in today's work world that pay the highest salary require a person to have a college degree.	3.35	3.48	3.39

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree

TABLE XVIIe

Camparison of Responses Concerning High School Students' Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses Control Norms	1975 Experimental	1976 Experimental
1. A social security number is issued to a person _____. (once in a lifetime)	71.7	87.1	87.0
2. A job is _____. (a means for providing some security for a person and/or his family)	63.3	73.3	81.0
3. An example of a job included in the public service cluster is _____. (a policeman)	36.7	65.3	84.0
4. An example of a skilled worker is ____. (a doctor)	11.7	19.8	31.0
5. Generally, more formal education is associated with jobs of _____. (professional workers)	31.7	46.5	57.0
6. If an unemployed person were looking for a job, generally the first place to contact would be ____. (state and local employment offices)	81.7	92.1	98.0
7. Helping a student get a job when he finishes or drops out of school should be the responsibility of _____. (the counselor)	43.3	61.4	78.0
8. A factor or factors other than salary that should be considered when choosing a job is (are) _____. (employer-employee relations, working conditions and fringe benefits)	58.3	51.5	80.0

9. An example of a professional worker is ____. (teacher)	11.7	17.8	30.0
10. An apprentice is _____. (a person in training under a skilled worker)	30.0	73.3	81.0
11. A personal meeting with a prospective employer is called _____. (an interview)	66.7	75.2	83.0
12. An organization designed to help or support workers and their interests is called _____. (a union)	45.0	56.4	77.0
13. A worker awarded a better job by his employer or company has received _____. (promotion)	60.0	85.1	92.0
14. The job which would pay a person the <u>greatest</u> money or the <u>highest</u> salary is _____. (truck driving)	13.3	14.9	28.0
15. The job which requires the <u>greatest</u> amount of formal education (school) is that of a (an) _____. (pharmacist)	41.7	50.5	60.0
16. The occupational area which offers the best retirement and fringe benefits is _____. (military service)	40.0	46.5	48.0
17. A worker should inform his employer of his plans of quitting his job at least _____. (2 weeks in advance)	30.0	51.5	59.0
18. The <u>first</u> person a worker should contact about a problem related to his work would be _____. (the shop foreman)	15.0	28.7	30.0
19. The job which requires the most formal education (school) is _____. (engineer)	13.3	34.7	38.0

20.	A foreman or his position would generally be classified as ____. (manager)	21.7	38.6	46.0
21.	In today's work world most jobs require a person to have completed _____. (high school)	46.7	60.4	71.0
22.	A person who cannot communicate well with people should not attempt to be _____. (a secretary)	51.7	68.3	86.0
23.	"Blue collar" labor is a term that is associated with jobs that require ____. (semi-skilled workers)	6.7	7.9	10.0
24.	An example of a job or jobs included in the construction cluster is _____. (carpenter, civil engineer and bricklayer)	43.3	62.4	70.0
25.	An example of a job included in the fine arts and humanities cluster is _____. (clothes designer)	35.0	55.4	65.0

N = 100

students with wide ranges of intelligence. Several commercially obtained vocational tests were administered to students in the preparatory stage of training. Each student was individually counseled in reference to his or her performance on such instruments and was advised accordingly. No attempt was made to force a student to follow any certain vocational field. All students, however, were encouraged to establish a career goal within their reach and pursue it to the best of their ability.

An Employer Prospectus was prepared in which the personal and employability skills of each student were listed. This document was mailed to the personnel director or employer designated by each student. Companies employing large numbers of workers were mailed copies of the document. A cover page was included in each document which explained the purpose of the mailing and designated the career program as the sponsor of the endeavor.

Employment for part-time and full-time workers had become critical by December, 1974. Career guidance counselors felt that the weakened economy simply did not justify their demands on the business community to hire students seeking part-time and full-time work while regular full-time workers were being laid off in masses. Since December, 1974, approximately 100 students have applied for part-time and full-time work; however, only 7 students were placed in part-time or full-time work from January to March, 1975. In April, 1975, all high school students completed information sheets which stated their future plans and whether they would be interested in job counseling and job placement assistance.

All students in grades 11 and 12 were given a Career Survey Form and Letters of Reminder which encouraged them to plan their future prior to high school graduation. (See Appendix B and C.) The Career Survey Form was later used by the Career Counselor in individual counseling sessions with each student. During such sessions, each student was encouraged to set realistic goals for himself/herself based on past achievement, interest and ability.

Success with securing permanent employment after June, 1975, for graduates and dropouts was somewhat less than satisfactory; however, third-party evaluators found that employers were cooperative and willing to talk with career personnel about future employment possibilities for the students. Business and industrial leaders appeared to be pessimistic in 1975 when questioned about the chance for an early upturn in economic conditions which would justify

increasing present employment levels. However, in 1976 business orders and sales increased and employment had also increased to a level which would warrant the use of part-time employees. Career counselors in the Greenville Public Schools cooperated with the Mississippi Employment Service in an attempt to place more than 200 students in part-time and full-time jobs. In May, 1976, the career staff reported that a large majority of those students completing applications for employment had received offers of employment from businesses within the local community. (See Appendix A for student comments received from follow-up.)

Objective 7: To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning and school systems which will aid the students in bridging the gap between educational experiences and the world-of-work. The career staff appeared to have planned for appropriate activities which would facilitate the development of an interactive network between the career project, industry, post-secondary institutions, institutions of higher learning, and other types of schools. Career personnel established rapport with the Greenville Chamber of Commerce during the early stages of the career project. This action enabled the career staff to obtain access to industrial and business information which contained the names of personnel managers, industrial and business addresses, phone numbers, products manufactured, wage scales, number employed, employment practices and other pertinent information. In September, 1975, letters containing career project information were mailed to all businesses and industrial leaders in the community. Telephone calls were made several days after the letters were mailed in order that a business appointment could be made between the project director and local personnel managers.

Recruiters from post-secondary schools and institutions of higher learning visited the career rooms to discuss their respective programs with the students. (See Appendix D.)

Information on cost, housing, student activities, scholarships, and specialized programs which were characteristic of each school were discussed with interested students. Students indicating a preference for a particular school, etc., were given application forms and other information needed for admission.

Objective 8: To provide a variety of continuing occupational education (adult) programs for out-of-school groups. Continuing adult programs were offered in the form of evening classes

conducted at the new vocational complex which opened in September, 1975. Dropouts and other out-of-school groups could chose a high school equivalency preparatory course in which they could receive the equivalent of a high school diploma, or they could select an open-ended vocational training course. Course offerings for adults included:' auto body repair; auto mechanics; drafting; metal trades; carpentry; welding; basic electronics; bookkeeping; shorthand; typing; and office machines.

Currently, most of the evening classes are sponsored through vocational education budgets or Title One grants rather than through the career education budget. Career personnel have assisted title personnel in recruiting students for the high school equivalency classes. Such classes are actually modules of remedial programs designed to aid each student in becoming more proficient in reading, writing, and arithmetic. A high school equivalency certificate is presented to all students completing the required courses and passing the examination. Achievement awards in the form of theatre tickets, free hamburgers, etc., were presented as rewards for completing each prescribed course of study.

Objective 9: To provide career centered in-service training for the entire school system's faculty. In-service training sessions for the 1974-75 school session differed somewhat from those for the 1973-74 session. The major difference was that classroom teachers were the "target groups" selected to receive in-service training in 1974-75, whereas administrators, department heads, and the career staff received the training in 1973-74. A review of in-service activities by third-party evaluators revealed that a variety of in-service activities were planned and implemented for the classroom teachers. Career personnel devised a means of scheduling individual in-service training sessions with teachers during their classroom breaks (50 minutes). Small group activities which involved career coordinators and 4 or 5 classroom teachers were conducted to familiarize the teachers with examples of career activities listed in the instructional guides.

In-service training for classroom teachers during the 1975-76 school year was simply a continuation of that which was described for the 1974-75 school year. It was noted by third-party evaluators that in-service training sessions for the entire school system's faculty, as a group, were not held during either the 1974-75 or 1975-76 school years. It was also noted that funds earmarked for career education consultants for in-service training sessions had not been utilized by May 24, 1976.

Objective 10: To continually evaluate and redirect (if necessary) the career-centered program. Evaluation of the career-centered program in the Greenville Public Schools was continuous in nature. State Department of Education personnel visited the project at frequent intervals throughout the year to discuss implementation techniques and career-related problems with the career staff, classroom teachers, and administrators. Personnel from the U.S. Office of Education in Atlanta, Georgia, visited the project on numerous occasions and made specific recommendations for improvement in certain areas. Third-party evaluators assisted the career staff in solving career-related problems, gathering public relations data, gathering parental and teacher opinions concerning career education, and assessing students' knowledge of careers and attitudes towards careers. Third-party evaluators conducted on-site visits on a monthly basis starting with the 1973-74 school year and continuing through the 1975-76 school year.

IV. CONCLUSIONS

It was the opinion of third-party evaluators that the Greenville Career Education Project was a success. Throughout the duration of the project, staff emphasis was placed on public relations activities and the direct involvement of parents in the career program. As a result, business and industrial personnel became familiar with and supported the project. Classroom teachers in the career project exhibited a more positive attitude towards the career project during the 1974-75 and 1975-76 school years than during the 1973-74 school year. The major gains, if any, appeared to have been in areas dealing with students' attitudes towards careers and students' knowledge of the world-of-work. Students in the experimental groups were vastly superior to students in the control groups. Students (experimental) in the project during the 1975-76 school year demonstrated a better attitude toward careers and a better knowledge of the world-of-work than did students (experimental) in the project during the 1974-75 school year.

Job placement and follow-up activities, even though well-organized and planned, appeared to receive somewhat less emphasis than other phases of the project. A valid evaluation of this phase of the project was difficult due to a lack of sufficient records which may have supported any claims of job placement and follow-up activities. Third-party evaluators could not delineate between responsibilities of the career staff and vocational staff concerning programs for out-of-school groups (adults) and dropouts. In-service training activities were evident throughout the duration of the project; however, in-service sessions for the entire school faculty seemed to be fragmented.

It was the general opinion of third-party evaluators that the career project progressed to a satisfactory level prior to June 1, 1976. In addition, the project appeared to have been successful in accomplishing the long-range goal and broad objectives as stated in the project porposal.

Specific conclusions drawn by third-party evaluators were as follows:

* The career education concept <u>can</u> become an integral part of the traditional school curriculum.

* All phases of the career concept can be readily fused into the on-going instruction, however, it was noted by the evaluation team that the most pronounced infusion took place at the elementary levels, especially during the first year of operation.

* In order for the career concept to be widely accepted, the local building principal, curriculum supervisor and other administrative staff members must exhibit a genuine acceptance of the program.

* An intensive in-service training program should be conducted at the beginning of each project and they should be held periodically thereafter.

* The incorporation of career-related activities into the regular classroom instructions appeared to make the curriculum more meaningful and stimulating.

* The use of hands-on-experiences, resource persons, and field trips can be utilized to heighten reality and diminish barriers between the school environment and the world-of-work.

* Public relations activities are essential for parental, business, and community acceptance of the career concept.

V. SUMMARY

The primary purpose of this project was to demonstrate that career education can become an effective part of any school's educational program. In all participating schools the idea was stressed that career education begins at the kindergarten level and extends throughout life to prepare, develop, and enrich one's employability and social skills.

This project was viewed as a process by which student potential could be developed. It was preceived as consisting of awareness, exploration preparation, and entry and advancement phases. The awareness phase was common to the elementary grades (grades 1-6). Students in the awareness phase were encouraged to develop a positive self-concept, to see themselves as a unique individual, a member of a group, and as a future contributor to the society in which we live. Students in the exploration phase (grades 7-9) studied vocations as related to certain classroom units, performed individual and group research in reference to occupational research, and participated in hands-on experiences. High school students (preparation phase) were encouraged to narrow their career choices or make career decisions and prepare themselves to meet the demands that would be placed upon them after high school graduation. In addition, the preparation phase provided for job placement, follow-up, and short-term skill training for potential dropouts or students graduating without salable skills.

The evaluation involved on-site visits to each of the school districts by the evaluation team. Each member of the evaluation team randomly interviewed classroom teachers, students, teacher aides, and school supervisory personnel. Visits were made to material centers where circulation records were reviewed and other data were collected. Scrap books containing news clippings, etc. were reviewed to determine if sufficient local efforts were made to place the career project before the public. Supply records, purchase orders, and other business forms were reviewed and classroom visits were made to determine if the materials had received proper utilization. In 1973-74 and 1974-75 teacher attitudes toward career education were compared to a control group. During the 1975-76 school year, teacher attitudes were assessed via a Teacher Opinion Survey form which was devised by LeVene Olson of Marshall University. In 1974-75 students' attitudes toward careers and students' knowledge of the world-of-work were compared to a control group A control group was not utilized during the 1975-76 school year as 1974-75 student scores were compared to 1975-76 student scores. In addition, during the 1975-76 school year Parental Opinion surveys and Business and Industrial Opinion surveys concerning the career project were conducted.

Results of the overall evaluation efforts indicated that:

* An adequate staff was secured for the Greenville Career Education Project and the administrative structure was effective in supervising the implementation and operation of the career-centered program.

* An intensive and effective public relations program facilitated support for the career-centered program from individuals and groups from within the school system and community at large.

* The career staff provided for appropriate career awareness and guidance experiences for students at the elementary, junior high and high school levels.

* The guidance and counseling - educational placement - job placement - and follow-up for high school students and dropouts was not as intensive as that which was originally proposed.

* An excellent working relationship was developed between the career staff and personnel in industries, post-secondary insitutions, institutions of higher learning and the local school system.

* There was no clear delineation between responsibilities of the career staff and vocational staff concerning adult programs.

* In-service training sessions were held from the first year of the project through the third year; however, such sessions appeared to be brief and fragmented.

* The career-centered program was continually evaluated at the local level, by personnel from the State Department of Education, by personnel from the Regional Office of Health Education and Welfare and by third-party evaluators. The evaluation period was from the 1973-74 school year through the 1974-75 school year.

VI. SUMMARY and CONCLUSIONS

The Greenville Career Education Project successfully accomplished the broad goal and objectives as stated in the project proposal for the 1973-74 through the 1975-76 school years. A competent staff was employed to aid in the implementation and continuation of the project. Public relation efforts with business and industry were successful and parental and teacher involvement was more than adequate. The career staff planned and organized appropriate career-related activities at the elementary, junior high, and high school levels which resulted in higher scores concerning knowledge of careers for students participating in the career project (experimental groups) than for students not involved in a career project (control group). Students in the experimental groups also demonstrated a more positive attitude toward careers than did students in the control group.

Program objectives dealing with adults, dropouts and job placement did not receive sufficient emphasis when compared with other program objectives. Programs for adults, dropouts, and job placement were operational for the 1975-76 school year; however, records, data, etc. were not available in sufficient quantity so that valid conclusions could be drawn concerning the degree of accomplishment for each.

Specific conclusions were as follows:

* The career education concept can become an integral part of the traditional school curriculum.

* All phases of the career concept can be readily fused into the on-going instruction, however, it was noted by the evaluation team that the most pronounced infusion took place at the elementary levels, especially during the first year of project operation.

* In order for the career concept to be widely accepted, the local building principal, curriculum supervisor and other administrative staff members must exhibit a genuine acceptance of the program.

* An intensive in-service training program should be conducted at the beginning of each project and they should be held periodically thereafter.

* The incorporation of career-related activities into the regular classroom instructions appeared to make the curriculum more meaningful and stimulating for students and teachers alike.

* The use of hands-on-experiences, resource persons, and field trips can be utilized to heighten reality and diminish barriers between the school environment and the world-of-work.

* Public relations activities are essential for parental, business, and community acceptance of the career concept.

* Once an adequate public relations program has been established, it is essential that the career counselor use it as a tool to facilitate job placement for high school graduates and dropouts.

VII. APPENDICES

Appendix A

STUDENT COMMENTS

In response to the question for suggestions for improving our high school the following comments were received:

"Please don't lie to the students, tell them what is really out there in the world and things are not like they say."

"Keep the hold that you have on the students now, and stress the fact that you can't lose by getting a good education."

"More emphasis on English."

"Try to get the students more interested in what they have to face once they're finished with high school."

"Get the students more involved personally. Talk to them more about the true thing in life that once you get out into the world it's rough without an education."

"Make more students do more work on their own in preparation for college courses."

"More teaching of subjects that are cultural such as music, painting, acting, etc."

"Make better use of the study hall or cut it out. What I have learned has helped me in my work, Thanks."

"Encourage more people to get into the work program - the job I got as a senior is what helped me decide my college major and future career. The program is a valuable one."

"Stress science courses. Better background in math needed."

"I want to say that D.E. (work program) was my best and favorite subject. It helped me more than any other subject."

"All I can recommend for improving our high school is that our graduates be able to find a job that suits his or her purpose or future."

"Subjects should be based on what we need and will do in our everyday life."

Appendix B

CAREER SURVEY FORM

NAME _____ DATE _____

1. PLEASE INDICATE IN THE SPACE BELOW THE CAREER THAT BEST DESCRIBES YOUR FUTURE PLANS IN THE WORLD-OF-WORK.

   (1) _____ (2) _____

   (3) _____ (4) _____

2. WHICH OF THE FOLLOWING CATEGORIES BEST DESCRIBES YOUR FUTURE PLANS AS THEY RELATE TO YOU NOW?

   _____ I INTEND TO GO TO WORK AS SOON AS I GRADUATE FROM HIGH SCHOOL.

   _____ I INTEND TO GET MARRIED FOLLOWING HIGH SCHOOL AND SEEK NEITHER EMPLOYMENT NOR HIGH EDUCATION.

   _____ I INTEND TO ENTER THE ARMED FORCES FOLLOWING HIGH SCHOOL GRADUATION.

   _____ I PLAN TO ATTEND A ONE-YEAR VOCATIONAL SCHOOL FOLLOWING HIGH SCHOOL (FIELD OF STUDY _____).

   _____ I PLAN TO ATTEND A TWO-YEAR TECHNICAL SCHOOL FOLLOWING HIGH SCHOOL (FIELD OF STUDY _____).

   _____ I PLAN TO ENTER A COLLEGE OR UNIVERSITY (MAJOR FIELD ____

   _____).

3. WHICH COLLEGE(S) DO YOU PLAN TO ATTEND?

   (1) _____ (2) _____

   (3) _____ UNDECIDED _____

   DO YOU PLAN TO APPLY FOR FINANCIAL AID? YES _____ NO _____

4. IF YOU DO NOT PLAN TO ATTEND COLLEGE, WOULD YOU LIKE FOR THE EMPLOYMENT SERVICE TO ASSIST YOU IN FINDING A PREMANENT JOB?

   YES _____ NO _____

   WOULD YOU LIKE FOR THE COUNSELORS TO ASSIST YOU WITH YOUR PLANS?

   YES _____ NO _____

Appendix C

REMINDERS TO SENIORS

IF YOU ARE GOING TO COLLEGE	IF YOU ARE NOT GOING TO COLLEGE
1. Talk with your counselors about your plans and needs.	1. Talk with your counselors about your plans and needs.
2. Be sure you have taken college entrance tests that are offered in your high school (ACT and SAT).	2. Be sure to take tests offered by the Employment Office (see Mrs. Cothran) or see the recruiting officer in the branch of armed service you desire.
3. Study college catalogs and other bulletins of the colleges of your choice to acquaint yourself with deadlines for various kinds of applications.	3. If you want to be listed in the Employment Prospectus, which will assist employers in finding you, please see Mrs. Cothran.
4. The important applications include: Application for Admission; Application for Financial Aid; BEOG applications, which can include a grant up to one-half of the cost of attending college; Parent's Confidential Statement; and/or Family Financial Statement.	4. The important applications include: application for employment with the prospective employer; and recommendations if required. Mrs. Cothran will assist you with your employment plans.
5. See Mrs. Coleman or Mr. Montesi for any assistance you need in filing any of the forms necessary for college entrance.	5. See Mr. Wright and Mrs. Cothran if you need help in career choices or job needs.

PLEASE REFER TO YOUR SENIOR INFORMATION BOOKLET

Appendix D

Chronological Listing of Schools which Sent Recruiters to Visit With Students in the Career Centers

Delta State University, Cleveland, MS
University of Mississippi, Oxford, MS
Mary Holmes Junior College, West Point, MS
Mississippi Delta Junior College, Moorhead, MS
Xavier Univeristy, New Orleans, LA
Mississippi University for Women, Columbus, MS
Alcorn University, Lorman, MS
Wood Junior College, Mathiston, MS
Jackson State University, Jackson, MS
Millsaps College, Jackson, MS
University of the South, Sewanee, TN
University of Southern Mississippi, Hattiesburg, MS
Mississippi Valley State University, Itta Bena, MS
Knoxville College, Knoxville, TN
Mississippi State University, Miss. State, MS
Tougaloo College, Tougaloo, MS
Southwestern College, Memphis, TN
Stephens College, Columbia, MO
Draughon's Business College, Greenville, MS
Belhaven College, Jackson, MS
Rust College, Holly Springs, MS

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